

Question 2

2.1 Refer to the following diagrams that represent two generalised cells and answer the questions that follow.



2.1.1 Identify the type of cells represented by Cell A and B.

2.1.2 Tabulate TWO structural differences between Cell A and Cell B.

Cell A	Cell B
1. Thick cell wall	1. Thin cell membrane
2. Large central vacuole	2. Large nucleus
3. Nucleus	3. Mitochondria
4. Mitochondria	4. Lysosomes
5. Chloroplasts	5. Golgi apparatus

2.1.4 Supply the NUMBER AND NAME of the organelle indicated by the letter A in the diagram below.

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Resources in education ,1983-04 *Resources for Teaching Middle School Science* Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science

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Empowering Teachers for Equitable and Sustainable Education Maria Teresa Tatto,2024-04-16 This groundbreaking book uses a comprehensive study of a novel Master of Education program to showcase how teachers can be engaged in authoritative equity based research using comparative education theory inquiry based pedagogy and the UNESCO SDGs as powerful frameworks By developing agency to advance culturally sustaining and humanizing practices it demonstrates how teachers can promote equity in their classrooms and communities The central premise of the program is that teachers must become comparative global and local action researchers to have agency in their practice and to become effective advocates for the cultural and learning needs of their students especially those in disadvantaged contexts or learning at the bottom of the pyramid By learning comparative framing and social science methods reviewing the literature to select verifiable educational research and developing and implementing a plan for action research this book offers new ideas for how teachers can effectively respond to recent UNESCO calls to reimagine and create promising futures locally By providing formative and summative evidence of culturally and socially transformative learning and showcasing how teacher educators can engage teachers in authoritative justice inquiry based research this book will appeal to scholars faculty and researchers of comparative education and teacher education and development

Examination Papers for Science Schools and Classes Great Britain. Education Department. Department of Science and Art,1877 *Writer's Choice Writing in the Real World Grade 10* McGraw-Hill Staff,2000-09 *Lifepac Science Grd 10 Teacher Book* Alpha Omega,2001-10-31 Beginning with God s creation this Science series leads students to a more in depth knowledge about themselves and the multiple facets of their environment In Grades 1 8 the Science series teaches basic knowledge about man and his physical environment Health studies covering proper nutrition hygiene and disease are discussed For secondary courses Grades 9 12 teaches Physical Science Biology Chemistry and Physics Grade 10 covers Biology

X-kit Fet G10 Business Studies , *Education Reform and Innovation in Namibia* Teresa Sguazzin,Mariana van Graan,1999 *Resources in Education* ,1993 *Annual Report - Province of Nova Scotia Education* Nova Scotia. Department of Education,1991

Human Resources in Science and Technology ,1990

Superintendent's Recommendation Process for the STAR Program ,1997 [Current Index to Journals in Education](#) ,2001

Smart Questions to Ask about Your Children's Education Dorothy Leeds,D. Leeds,1994

Our Paper ,1899 **The Encyclopedia of Education** ,1971 *Darwin's Nemesis* William A. Dembski,2006 This book reviews and celebrates the life and influence of legal scholar Phillip Johnson and the movement of which he has been the chief

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American Phrenological Journal and Life Illustrated ,1901

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