



GRADE 10 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) from your notebook. Example: 1.1.1-B.

On 10 January conducted an investigation over a period of time (only afternoon at times) to determine the wind speed at various altitudes.

Answer question 1.1.1-1.1.4 using the above-mentioned statement.

- 1.1.1 Which of the following options would be the independent variable?
- Wind speed
 - Altitude above sea level
 - The weather
 - Location of the
- 1.1.2 Which of the following options would be considered the dependent variable?
- Wind speed
 - Altitude above sea level
 - The weather
 - Location of the
- 1.1.3 Which of the following options would be a fixed variable?
- Wind speed
 - Altitude above sea level
 - The weather
 - Location of the
- 1.1.4 The following is **NOT** an abiotic factor in the ecosystem of a grasshopper.
- The climate
 - The temperature of the soil
 - The amount of rainfall
 - The amount of food available

- 1.1.5 Which of the following is the most appropriate example of a population?

- All organisms in a pond
- All the grass in a field
- All the grass in a field
- All the grass in a field

[2-10]

- 1.2 Give the correct **BIOLOGICAL TERM** for each of the following statements. Write **ONLY** the **TERM** next to the **QUESTION NUMBER** (1.2.1-1.2.4).

- 1.2.1 A group of individuals of the same species living in the same area.
- 1.2.2 A group of individuals of the same species living in the same area.
- 1.2.3 A group of individuals of the same species living in the same area.
- 1.2.4 A group of individuals of the same species living in the same area.

[2-10]

- 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	Location of the Sevens school in South Africa	A. Climate
1.3.2	Climate refers to	B. Weather
1.3.3	Stated that the wind speed is the dependent variable in the experiment	A. Wind speed

[2-10]

TOTAL SECTION A = 20

Grade 1march Life Science Paper 2014

M. J. Spear



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Greedy Science Michael D. Gordin,W. Patrick McCray,2025-02-18 On the transformative role of greed in global science and technology during the 1980s In the 1980s a transformative era emerged where profit driven motives and an entrepreneurial spirit dominated scientific research and technological innovation This collection of essays edited by Michael D Gordin and W Patrick McCray examines how greed reshaped the global scientific community through the relentless pursuit of money fame and celebrity Profiting off science and technology was not a new phenomenon nor were the soaring ambitions of some of its most fervent advocates However the global currents of knowledge production in the 1980s saw major cultural and scientific shifts the increasing frequency of university patenting the rise of academic entrepreneurship and collaborations between industries and academia for example Greedy Science seeks to survey and understand the full range of these changes Through insightful essays contributors examine case studies ranging from the biotech boom driven by early oil firm investments to the speculative market strategies in personal computing and alternative energy This period saw the rise of the celebrity status of scientists and raised questions about the moral complexities of scientific greed The authors argue that greed was an ever present and expansive trait of science during this time encompassing a host of behaviors such as covetousness acquisitiveness rapaciousness and conspicuous consumption Greedy Science provides a nuanced analysis of how market dynamics and the quest for personal gain profoundly influenced scientific advancements and public perception during a pivotal decade in science and technology

Educational Response, Inclusion and Empowerment for SDGs in Emerging Economies Mustafa Öztürk,2022-08-22 This volume analyzes cases from emerging economies in relation to the global endeavor to promote the vision of sustainable development in all forms of education It aims to discuss the significance of hearing local voices and understanding local discourse regarding strategies for action for change and the role of educational systems as a means to communicate promote and educate for the Sustainable Development Goals SDGs In this book emerging economies are defined as newly industrialized countries that have not yet reached developed status but have in a macro economic sense outpaced their developing counterparts In this context the book highlights how education in emerging economies could extend conventional economic methods to sustainability issues or depart from money based calculations and business dominated values to promotion of real life considerations and ethical environmental and humanistic values With the help of this volume readers will have a chance to look at educational response inclusion and empowerment for SDGs in countries with emerging economies and to grasp the synthesis of Education for Sustainable Development Global Citizenship Education ESD GCE within the overall national educational systems This volume focuses on early childhood through upper secondary education

Schooled and Sorted Thurston Domina,Andrew M. Penner,Emily K. Penner,2023-06-22 We tend to view education primarily as a way to teach students skills and knowledge that they will draw upon as they move into their adult lives However schools do more than educate students they also place students into

categories such as kindergartner English language learner or honor roll student In *Schooled Sorted* Thurston Domina Andrew M Penner and Emily K Penner explore processes of educational categorization in order to explain the complex relationship between education and social inequality and to identify strategies that can help build more just educational systems Some educational categories have broadly egalitarian consequences Indeed Domina Penner and Penner argue that when societies enroll young people in school making them students they mark them as individuals who are worthy of rights But other educational categories reinforce powerful social categories including race gender and class and ultimately reproduce social and economic inequality in society Elite colleges tracked high schools and elementary school gifted programs provide not only different educational experiences but also create merit and inequality by sorting students into categories that are defined by the students who are excluded *Schooled Sorted* highlights that many of the decisions that define educational categories occur in school based committee meetings and other relatively local settings The local nature of these decisions provides many opportunities to define educational categories differently and for school communities to bring about change *Schooled Sorted* is an illuminating investigation into the ways sorting within schools translates into inequality in the larger world While some educational categorization may be unavoidable the authors suggest ways to build a more equitable system and thus a more equitable society

History of Soybean Cultivation (270 BCE to 2020) William Shurtleff; Akiko Aoyagi, 2020-07-10 The world's most comprehensive well documented and well illustrated book on this subject With extensive subject and geographical index 318 photographs and illustrations many in color Free of charge in digital PDF format on Google Books

The New Statesman and Nation, 1948 **New Statesman**, 1948 *New Statesman and Nation*, 1948 **Life Science** M. J. Spear, 1991-06

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web psalms a collection of lyrical poems is one of only two old testament books to identify itself as a composite work containing multiple authors proverbs is the other some psalms name their author in the first line or title for example mooses wrote psalm 90

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web splitting pairs at the beginning of a hand if the player has two cards with the same number that is a pair she has the option of splitting the pair and playing two hands in principle a pair of aces should of course be split but in this case blackjack rules allow you to get only one card on each hand and getting

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web soft hand a hand that contains an ace that can be counted as 11 is called a soft hand since one cannot bust by taking a card with soft hands the basic strategy is to always hit 17 or less and even hit 18 if the dealer s up card is 9 or 10 where the 10 refers to a 10 j q or k doubling down

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web acuteness of this blackjack cornell university can be taken as with ease as picked to act never split tens les golden 2017 10 12 renowned probability theorist edward o thorp revolutionized the casino industry by developing card counting systems for the casino game of blackjack les golden the celebrated blackjack roulette and craps

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web youshouldproceedin an iterative fashion to complete the remaining methods in blackjack for each step outlined in this objective 1 **david irvine blackjack player wikipedia** - Dec 08 2022

web irvine later graduated from the massachusetts institute of technology earning a bachelor of science degree in mechanical engineering before completing a master s degree from cornell university in 1997 and an m b a from purdue university in 2002

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web our blackjack machine outputs text to the terminal through the uart and at the same time accepts input from the user through push buttons the core of our program is a random number generator which uses a 16 bit shift register and a primitive polynomial modulo 2 our rules of blackjack in this machine

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