



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 folio paper. 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
 - Time of day
 - Location of the
- 1.1.2 Which of the following options would be considered the dependent variable?
- Wind speed
 - Altitude
 - Time of day
 - Location of the
- 1.1.3 Which of the following options would be a fixed variable?
- Wind speed
 - Altitude
 - Time of day
 - Location of the
- 1.1.4 The following is **NOT** an abiotic factor in the ecosystem of a grasshopper.
- The climate
 - The grasshopper's food source
 - The grasshopper's habitat
 - The grasshopper's colour

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

- All organisms in a pond
- All the grasshoppers in a field
- All the grasshoppers in a field
- All the grasshoppers 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 Serebia Island in South Africa	A. Climate
1.3.2	Climate refers to	B. Temperature
1.3.3	Stated that the wind speed is the same in the atmosphere	A. Climate

[2-10]
TOTAL SECTION A = 20

Grade 1life Science Paper March 24

Princeton Review (Firm)



Grade 1life Science Paper March 24:

Resources in Education ,2001-04 **Resources for Teaching Elementary School Science** National Science

Resources Center of the National Academy of Sciences and the Smithsonian Institution,1996-03-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely revised edition of the best selling resource guide Science for Children Resources for Teachers this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents *Scientific American* ,1877 Resources in Education ,1996 **General Aptitude Compulsory Solved Papers** YCT Expert Team , 2023 24 NTA CSIR NET JRF PART A General Aptitude Compulsory Solved Papers **Complete Book of Colleges** Princeton Review (Firm),2009-08-04 Target the schools that best match your interests and goals TheComplete Book of Collegesprofiles all of the four year colleges in the U S more than 1 600 and is the key to a successful college search Complete Book of Collegesis packed with all of the information that prospective applicants need to know including the details on Academics Admissions requirements Application procedures Tuition and fees Transferring options

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2, units C and D, teacher's ed ,2000 *Sustainable Agriculture Reviews* Eric Lichtfouse,2013-02-12 Sustainable agriculture is a rapidly growing field aiming at producing food and energy in a sustainable way for humans and their children Sustainable agriculture is a discipline that addresses current issues such as climate change increasing food and fuel prices poor nation starvation rich nation obesity water pollution soil erosion fertility loss pest control and biodiversity depletion Novel solutions are proposed based on integrated knowledge from sciences as diverse as agronomy soil science molecular biology chemistry toxicology ecology economy philosophy and social sciences Because actual society issues are now intertwined global and fast developing sustainable agriculture will bring solutions to build a safer world This book series gathers review articles that analyze current agricultural issues and knowledge then propose alternative solutions It will therefore help all scientists decision makers professors farmers and politicians who wish to build a safe agriculture energy and food system for future generations **Primary Education, Popular Educator** ,1926 *Harcourt Science* ,2000

Reviewing **Grade 1life Science Paper March 24**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Grade 1life Science Paper March 24**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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