



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, every afternoon at noon 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
 - The wind
 - Location of the
- 1.1.2 Which of the following options would be considered the dependent variable?
- Wind speed
 - Altitude
 - The wind
 - Location of the
- 1.1.3 Which of the following options would be a fixed variable?
- Wind speed
 - Altitude
 - The wind
 - 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 color

- 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. Weather
1.3.3	Stated that the wind speed is recorded in the atmosphere	A. Climate

[2-10]
TOTAL SECTION A = 20

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Andreas Wagner



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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

Interest in Mathematics and Science Learning Ann Renninger, Martina Nieswandt, Suzanne Hidi, 2015-04-19 Interest in Mathematics and Science Learning edited by K Ann Renninger Martin Nieswandt and Suzanne Hidi is the first volume to assemble findings on the role of interest in mathematics and science learning As the contributors illuminate across the volume s 22 chapters interest provides a critical bridge between cognition and affect in learning and development This volume will be useful to educators researchers and policy makers especially those whose focus is mathematics science and technology education

Representations of Nature of Science in School Science Textbooks Christine V. McDonald, Fouad Abd-El-Khalick, 2017-04-21 Bringing together international research on nature of science NOS representations in science textbooks the unique analyses presented in this volume provides a global perspective on NOS from elementary to college level and discusses the practical implications in various regions across the globe Contributing authors highlight the similarities and differences in NOS representations and provide recommendations for future science textbooks This comprehensive analysis is a definitive reference work for the field of science education

Teaching for Learning and Learning for Teaching Christopher Klopfer, Steve Drew, 2015-10-30 Teaching for Learning and Learning for Teaching focuses on the emerging global governmental and institutional agenda about higher education teaching quality and the role that peer review can play in supporting improvements in teaching and student outcomes This agenda is a pervasive element of the further development of higher education internationally through activities of governments global agencies institutions

of higher education discrete disciplines and individual teachers Many universities have adopted student evaluations as a mechanism to appraise the quality of teaching These evaluations can be understood as providing a customer centric portrait of quality and when used as the sole arbiter of teaching performance they do not instil confidence in the system of evaluation by academic teaching staff Providing peer perspectives as counterpoint whether in a developmental or summative form goes some way to alleviating this imbalance and is the impetus for the resurgence of interest in peer review and observation of teaching This book seeks to recognise cases of peer review of teaching in Higher Education to affirm best practices and identify areas that require improvement in establishing local national and international benchmarks of teaching quality

STEM Education in Underserved Schools Julia V. Clark,2023-11-14 This contributed volume is intended to help increase equitable opportunities in STEM education for all students It identifies best practices and challenges related to producing more equitable and inclusive routes to access STEM education and professions **Life Finds a Way** Andreas

Wagner,2019-06-11 How the principles of biological innovation can help us overcome creative challenges in art business and science In *Life Finds a Way* biologist Andreas Wagner reveals the deep symmetry between innovation in biological evolution and human cultural creativity Rarely is either a linear climb to perfection instead progress is typically marked by a sequence of peaks plateaus and pitfalls For instance in Picasso s forty some iterations of *Guernica* we see the same combination of small steps incessant reshuffling and large almost reckless leaps that characterize the way evolution transformed a dinosaur s grasping claw into a condor s soaring wing By understanding these principles we can also better realize our own creative potential to find new solutions to adversity Ultimately *Life Finds a Way* offers a new framework for the nature of creativity enabling us to better adapt grow and change in art business or science that is in life **Early Engineering Learning** Lyn

English,Tamara Moore,2018-05-29 This book addresses engineering learning in early childhood spanning ages 3 to 8 years It explores why engineering experiences are important in young children s overall development and how engineering is a core component of early STEM learning including how engineering education links and supports children s existing experiences in science mathematics and design and technology both before school and in the early school years Promoting STEM education across the school years is a key goal of many nations with the realization that building STEM skills required by societies takes time and needs to begin as early as possible Despite calls from national and international organisations the inclusion of engineering based learning within elementary and primary school programs remains limited in many countries Engineering experiences for young children in the pre school or early school years has received almost no attention even though young children can be considered natural engineers This book addresses this void by exposing what we know about engineering for young learners including their capabilities for solving engineering based problems and the few existing programs that are capitalising on their potential *The Schenley Experiment* Jake Oresick,2017-04-14 The Schenley Experiment is the story of

Pittsburgh s first public high school a social incubator in a largely segregated city that was highly even improbably successful

throughout its 156 year existence Established in 1855 as Central High School and reorganized in 1916 Schenley High School was a model of innovative public education and an ongoing experiment in diversity Its graduates include Andy Warhol actor Bill Nunn and jazz virtuoso Earl Hines and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather The subject of investment as well as destructive neglect the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt Integrated decades before Brown v Board of Education Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace s reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America s oldest public schools

Deconstructing Depth of Knowledge Erik M. Francis, 2021-11-05 Depth of knowledge DOK has become a priority for many schools But if your understanding of DOK is a little cloudy you re not alone This resource is your one stop shop for learning what it is who it s for and how to use and sustain it Ultimately you will discover how to plan and provide learning experiences that are academically rigorous socially and emotionally supportive and student responsive Learn how DOK is a different deeper way of approaching teaching and learning Explore the different DOK levels and how they relate to instruction Understand DOK s relationship with standards and assessment Designate correct levels based on learning needs Acquire strategies for helping students engage with DOK on a deeper level Contents Introduction What Depth of Knowledge Is Not Chapter 1 What Exactly Is Depth of Knowledge Chapter 2 What Are DOK Teaching and Learning Experiences Chapter 3 How to Teach and Learn for Depth of Knowledge Chapter 4 How to Use Webb s DOK Levels as a Multi Tiered System of Support Chapter 5 How to Deconstruct Learning Intentions for Depth of Knowledge Chapter 6 How to Designate the Depth of Knowledge Level Demanded Chapter 7 How to Construct DOK Learning Targets and Success Criteria Chapter 8 How to Ask and Address Good Questions for Depth of Knowledge Chapter 9 Let s Make a DOK Conclusion References and Resources Index

Behavioral Science & Policy: Volume 2, Issue 1 Craig Fox, Sim B. Sitkin, 2016-11-22 The success of nearly all public and private sector policies hinges on the behavior of individuals groups and organizations Today such behaviors are better understood than ever thanks to a growing body of practical behavioral science research However policymakers often are unaware of behavioral science findings that may help them craft and execute more effective and efficient policies The pages of this new journal will become a meeting ground a place where scientists and non scientists can encounter clearly

described behavioral research that can be put into action By design the scope of BSP is broad with topics spanning health care financial decisionmaking energy and the environment education and culture justice and ethics and work place practices Contributions will be made by researchers with expertise in psychology sociology law behavioral economics organization science decision science and marketing The journal is a key offering of the Behavioral Science Policy Association in partnership with the Brookings Institution The mission of BSPA is to foster dialog between social scientists policymakers and other practitioners in order to promote the application of rigorous empirical behavioral science in ways that serve the public interest BSPA does not advance a particular agenda or political perspective The first issue s contents follow Behavioral Science Policy vol 2 no 1 Table of Contents Editors Note Spotlight Pre Kindergarten Interventions American Policy on Early Childhood Education Development Many Programs Great Hopes Modest Prospects Ron Haskins Evidence for the Benefits of State Prekindergarten Programs Myth Misrepresentation Dale C Farran Mark W Lipsey Reforming Head Start for the 21st Century A Policy Prescription Sara Mead Ashley LiBetti Mitchel Home Visiting Programs Four Evidence Based Lessons for Policymakers Cynthia Osborne Launching Preschool 2 0 A Road Map to High Quality Public Programs at Scale Christina Weiland A 10 Year Strategy of Increased Coordination Comprehensive Investments in Early Child Development Ajay Chaudry Jane Waldfogel Reimagining Accountability in K 12 Education Brian P Gill Jennifer S Lerner Paul Meosky Featured Topic Healthy Through Habit Interventions for Initiating Maintaining Health Behavioral Change Wendy Wood David Neal Making the Truth Stick the Myths Fade Lessons from Cognitive Psychology Norbert Schwarz Eryn Newman William Leach Editorial Policy

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