

GRADE 10
TOPIC TEST – BIOSPHERE TO ECOSYSTEMS

TOTAL: 30

TIME: 30 minutes

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 to D) next to the question number (1.1.1 to 1.1.5) in your ANSWER BOOK, for example 1.1.6 D.

1.1.1 The type of soil that drains too much water is . . .

- A loam.
- B clay.
- C sand.
- D humus.

1.1.2 An area with a distinctive climate and group of organisms (plants and animals) is referred to as ...

- A an ecosystem.
- B an energy chain.
- C a food chain.
- D a biome.

1.1.3 What is the movement of water from the lithosphere to the air called?

- A Evaporation
- B Precipitation
- C Runoff
- D Transpiration

1.1.4 Which part of Earth sustains life?

- A Biome
- B Biosphere
- C Ecosystem
- D Habitat

1.1.5 An organism that feeds on both plants and animals:

- A Herbivore
- B Omnivore
- C Producer
- D Carnivore

(2 x 5)

[10]

SECTION B

Grade Life Science Practical

JE Gale



Grade Life Science Practical:

Subject Offerings and Enrollments in Public Secondary Schools United States. Office of Education, Grace Stevens Wright, 1965 Research Handbook on Classroom Observation Sean Kelly, 2025-03-12 This comprehensive Research Handbook offers cutting edge insights into classroom observation systems for teacher evaluation and professional development with an emphasis on both applied and discovery oriented inquiry *Mathematics and Science Achievement of U. S. Fourth- and Eighth-Grade Students in an International Context* Patrick Gonzales, 2010-02 The 2007 Trends in International Math and Science Study TIMSS is the 4th administration since 1995 of this international comparison It is used to measure over time the math and science knowledge and skills of 4th and 8th graders TIMSS is designed to align broadly with math and science curricula in the participating countries This report focuses on the performance of U S students relative to that of their peers in other countries in 2007 and on changes in math and science achievement since 1995 Thirty six countries or educational jurisdictions participated at grade 4 in 2007 while 48 participated at grade 8 This report also describes additional details about the achievement of U S student sub populations Extensive charts tables and graphs

1996 Science Performance Standards Mary Lyn Bourque, 1997 **Student Work and Teacher Practices in Science** Christine Y. O'Sullivan, Andrew R. Weiss, 1999 In 1996 the National Assessment of Educational Progress NAEP assessed the knowledge and skills of students in the areas of earth science life science and physical science It also collected information related to the background of students grades 4 8 and 12 their teachers grades 4 and 8 and the schools they attended grades 4 8 and 12 This report is intended primarily for science teachers hence the results presented relate directly to student performance classroom practices and school climate This report also discusses students attitudes and beliefs about science The report is divided into four parts In the first part chapter 1 an overview of the assessment is provided This includes information about the framework used in the development of the assessment a description of how the assessment was administered to students and an explanation of how to interpret NAEP results In the second part chapters 2 3 and 4 examples of questions and student responses are presented These chapters are divided by grade The third part chapters 5 and 6 contains information collected from students teachers and school administrators about classroom practices student motivation and parental involvement in learning Finally the fourth part contains appendices offering a fuller description of the procedures used for the NAEP 1996 science assessment appendix A scoring guides for questions discussed in chapters 2 3 and 4 appendix B and standard errors for the statistics presented in the report appendix C WRM Students Learning Science Christine Y. O'Sullivan, Andrew R. Weiss, Janice M. Askew, 1998 This report on teachers academic preparation and professional development the amount of emphasis science instruction receives in schools student course taking and the availability of school resources that support science learning is intended primarily for policy makers school administrators and educators concerned with state or school level policies Data is drawn from the 1996 National Assessment of Educational

Progress NAEP and results are presented using the students as the unit of analysis Appendices present an overview of procedures used for the NAEP 1996 Science Assessment and standard errors Contains 14 figures and 25 tables DDR

Students learning science : a report on policies and practices in U.S. schools , Linking Competence to Opportunities to Learn Xiufeng Liu, 2009-05-01 For many people a high standard for student learning is desirable This is what underlies current standard based science education reforms around the world As someone who was born and brought up in a less privileged home and educated in a resource limited school environment in a developing country I always had to study hard to meet various standards from elementary to high school to university My first book in English published over 10 years ago Liu X 1996 Mathematics and Science Curriculum Change in the People's Republic of China Lewiston NY The Edwin Mellen Press provided me an opportunity to examine standards i e Chinese national science teaching syllabi from a historical and political point of view I argued that standards are developed for particular political agendas in order to maintain the privileged position of certain groups i e urban residents in a society at expenses of others i e rural residents Thus underneath standards is systematic discrimination and injustice Since then I have had opportunities to study the issue of standards in much more breadth and depth This book Linking Competence to Opportunities to Learn Models of Competence and data mining provides me an opportunity to examine standards from a different perspective opportunity to learn *Proceedings of the International Conference on Education Research* Reza Hosseini, **The NAEP ... Technical Report** , 1999

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