



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 (1.1.1-1.1.5) on your folio paper. Example 1.1.6: D.

On 10 learners 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- 1.1.3 using the above-mentioned statement.

- 1.1.1 Which of the following options would be the independent variable?
 A Wind speed
 B Wind altitude
 C Time of day
 D Direction of flow
- 1.1.2 Which of the following options would be considered the dependent variable?
 A Wind speed
 B Wind altitude
 C Time of day
 D Direction of flow
- 1.1.3 Which of the following options would be a fixed variable?
 A Wind speed
 B Wind altitude
 C Time of day
 D Direction of flow
- 1.1.4 The following is **NOT** an abiotic factor in the ecosystem of a grasshopper.
 A The air in the air
 B The temperature in the environment
 C The water in the soil
 D The speed of the wind in the air

- 1.1.5 Which of the following is the most appropriate example of a population?
 A All organisms in a specific region of the Kruger National Park
 B All lions in a specific area
 C All lions in the Kruger National Park
 D All lions in a specific region of the Kruger National Park

[5x2=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 *Study of all the organisms of an area together*
 1.2.2 *Study of the effect of living organisms on their environment*
 1.2.3 *Community of organisms*
 1.2.4 *Study of the interactions between organisms*

[4x1=4]

- 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 Savanna biome in South Africa	A. Savannah B. Desert
1.3.2	Climate refers to	A. Temperature B. Humidity
1.3.3	Sources that decrease carbon dioxide in the atmosphere	A. Photosynthesis B. Respiration

[3x2=6]

[TOTAL SECTION A = 20]

Scope For Grade10 Lifescience Paper

G Thomas



Scope For Grade10 Lifescience Paper:

Pathways to the Science Standards Steven J. Rakow,1998 The purposes of this guide are to demonstrate how to apply the National Science Education Standards to the real world of the middle school classroom and to serve as a tool for collaboration among principals state and local administrators parents and school board members Different sections focus on science teaching standards professional development standards assessment standards content standards program standards and system standards The unifying concepts and processes discussed in the content standards include science as inquiry physical science life science earth and space science science and technology science in personal and social perspectives and the history and nature of science The appendices contain an account of the relevant history of the National Science Education Standards the actual National Science Education Standards and ideas about the design of middle school science facilities

DDR **Resources in Education** ,2001-04 *Creating Effective Teaching and Learning Spaces: Shaping Futures and Envisioning Unity in Diversity and Transformation* Zilungile Lungi Sosibo,Eunice Ivala,2021-09-07 Higher education in post apartheid South Africa was always likely to attract academic interest and yet there remains a dearth of research on creating teaching and learning spaces suitable for students from diverse backgrounds Using examples from higher education institutions across the Southern African Developing Community SADC region this volume explores the ways teaching and learning spaces are being used to advance the transformation agenda of higher education in these regions and provides concrete recommendations for the future The book is sure to appeal to academics from a variety of disciplines from African African American and ethnic studies to education and sociology It will be of particular interest to teacher trainers administrators and policy makers working in higher education and anyone else with a stake in managing cultural diversity in education

Science Scope ,2002 **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

Research in Education ,1974 *The Science Teacher* ,1996 **State Curriculum Frameworks in Mathematics and Science** Rolf K. Blank, Ellen M. Pechman,1995 A majority of states are now involved in developing revising and implementing state frameworks in mathematics science and other core subjects The

Council of Chief State School Officers completed a one year study of 60 current state curriculum frameworks in mathematics and science The purposes of this study were to define and describe state mathematics and science curriculum frameworks evaluate the role of frameworks in systemic reform and assist states with development of new frameworks Chapters in this report reflect key aspects of the design of the study including 1 a survey of states to identify frameworks and collect information about state context 2 a content analysis of key elements of the frameworks using definitions and categories developed in the study and 3 a qualitative review of specific aspects of recent frameworks by teams of experts The value of frameworks is as follows one half of frameworks link content to teacher professional development frameworks can provide a rationale for use of technology and tools in classrooms frameworks can help explain an approach to systemic reform and frameworks can assist schools in evaluating curriculum organization and resources Appendices include Elements for Analyzing State Curriculum Frameworks Definitions of Categories and Concepts for Conceptual Mapping of State Frameworks Questions for a Qualitative Analysis of State Frameworks in Mathematics and Science and Sample Vignettes Contains 34 references MKR Cases on Research Support Services in Academic Libraries Fernández-Marcial, Viviana, González-Solar, Llarina, 2020-08-28 Academic libraries have traditionally had two key functions to support teaching and to support research In an evolving and competitive university environment along with the emergence of various technologies and substantial changes in scientific communication university management has reached a turning point Academic libraries are facing a paradigm shift in the role they need to play to achieve the research objectives of universities Research support services in academic libraries have evolved as a response to these changes They are heterogeneous adapt to their university culture adopt different points of view take different approaches in their organizational structures and include a diverse catalog of activities Having an overview of different experiences will allow libraries to adopt best practices redefine services and even establish new management and collaboration models Cases on Research Support Services in Academic Libraries is a critical scholarly resource that uses case studies to systematize the experiences of research support services in academic libraries for the support of higher education faculty The cases focus on such items as the role of technology and its impact as well as how these services help to improve the excellence of universities Featuring a wide range of topics such as library services data management and open science this book is ideal for librarians academicians professionals researchers and students Author's Handbook of Styles for Life Science Journals Michel Atlas, 1995-11-08 Let the Author's Handbook of Styles for Life Science Journals save you time and trouble by providing a one stop resource for all your manuscript writing requirements No more plowing through your journal collection or wandering the library stacks to get those elusive journal pages containing instructions to authors This unique book contains all the information you need to know whether the journal will consider your manuscript the journal's submission address how to construct the abstract illustrations tables and references and specific information on copyright multiple authorship statistical analyses and page

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Druggists Circular, 1924 Illinois Chemistry Teacher, 1993 **American Druggists' Circular and Chemical Gazette**, 1924 **Resources in Education**, 1997

Biology as Inquiry Burton Elmer Voss, Stanley Barber Brown, 1968 Model Noise Control Ordinance United States. Environmental Protection Agency, National Institute of Municipal Law Officers (U.S.), 1979 **Current Index to Journals in Education**, 2001 Discover Science: Teacher's annotated edition, 1991 Science content helps develop the skills needed to understand how science works learn new concepts solve problems and make decisions in today's technological society

Directory of Distance Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation **Annual Report for the Year Ending ...** Namibia. Ministry of Basic Education and Culture, 1997

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