

**LIFE SCIENCES - Grade 10****TOPIC TEST: History of Life on Earth****MARKS:30****TIME: 30 minutes**

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**SECTION A****QUESTION 1**

Various options are given as possible answers to the following questions. Choose the answer and write only the letter **(A to D)** next to the question number **(1.1 to 1.5)** in the **ANSWER BOOK**, for example **1.6 D**.

- 1.1 Palaeontology is a study of ...
- A the half-life of radioactive substances.
  - B continental drift.
  - C fossils.
  - D changes during the Cambrian explosion.
- 1.2 Which method allows scientists to say that one fossil is older than the other?
- A Fossilization
  - B Relative dating
  - C Petrification
  - D Radiometric dating
- 1.3 A period in the earth's history where global temperatures plummet and there is extensive glaciation is known as ...
- A the greenhouse effect.
  - B a cold spell.
  - C a hole in the ozone.
  - D an ice age.
- 1.4 .....are the richest sources of fossils
- A Layers of strata
  - B Index fossils
  - C Mineral salts
  - D Sedimentary rocks

# Life Sciences Grade 2013 November Exemplars

**Craig Fox, Sim B. Sitkin**



## **Life Sciences Grade 2013 November Exemplars:**

**Application of Visual Data in K-16 Science Classrooms** Kevin D. Finson, Jon Pedersen, 2015-03-01 This book examines visual data use with students PK 16 as well as in pre service in service science teacher preparation Each chapter includes discussion about the current state of the art with respect to science classroom application and utilization of the particular visual data targeted by the author s discussion and explanation about the targeted visual data as applied by the author in his her classroom use of visual data as a diagnostic tool its use as an assessment tool and discussion of implications for science teaching and or science teacher preparation Although the body of research and practice in this field is growing there remains a gap in the literature about clearly explicating the use of visual data in the science classroom A growing body of literature discusses what visual data are although this topic is still viewed as being at the beginning of its development in educators thinking and there are some scattered examples of studies exploring the use of visual data in science classrooms although those studies have not necessarily clearly identified their foci as visual data per se As interest and attention has become more focused on visual data a logical progression of questioning has been how visual data are actually applied in the science classroom whether it be early elementary college or somewhere in between Visual data applications of interest to the science education community include how it is identified how it can be used with students and how students can generate it themselves how it can be employed as a diagnostic tool in concept development and how it can be utilized as an assessment tool This book explores that as well as a variety of pragmatic ways to help science educators more effectively utilize visual data and representations in their instruction

**The Science I Know** Suzanna Roman-Oliver, 2024-07-08 The Science I Know Culturally Relevant Science Lessons from Secondary Classrooms is a collection of culturally relevant lesson plans written by secondary science teachers Each lesson discusses how the tenets of academic success cultural competence and critical consciousness that are part of the theory of Culturally Relevant Pedagogy CRP are addressed Ladson Billings 1995 Additionally each lesson plan is structured following the 5E learning cycle Bybee 2006 and aligned to the Next Generation Science Standards NAS 2012 The goal of this book is to help science teachers understand how to go about designing lessons that are culturally relevant The hope is that the lessons that are detailed in each chapter will inspire teachers to draw the cultural knowledge from their students and capitalize on it when designing science lessons After an introductory chapter that discusses how science education has shifted in recent decades to address the needs of diverse students the main body of the text is divided into three sections The first part introduces Culturally Relevant Pedagogy CRP as a framework this is important for those readers unfamiliar with Gloria Ladson Billings work It addresses and discusses the three tenets of CRP Academic Success Cultural Competence and Critical Consciousness and it includes an explanation of how each area can be observed and addressed in science education specifically The second part features lesson plans from secondary science classrooms written by teachers from different subject areas i e life science physical science earth science etc The lesson

plans follow the 5E Instructional Model Bybee et al 2006 This model promotes inquiry by guiding teachers in the design of lesson plans that are based upon cognitive psychology constructivist learning theory and best practices in science teaching Duran Education and Culture Learner Differences Secondary Science Pedagogy Culturally Relevant Science and Multicultural Education      **Biological Invasions in South Africa** Brian W. van Wilgen, John Measey, David M.

Richardson, John R. Wilson, Tsungai A. Zengeya, 2020-03-10 This open access volume presents a comprehensive account of all aspects of biological invasions in South Africa where research has been conducted over more than three decades and where bold initiatives have been implemented in attempts to control invasions and to reduce their ecological economic and social effects It covers a broad range of themes including history policy development and implementation the status of invasions of animals and plants in terrestrial marine and freshwater environments the development of a robust ecological theory around biological invasions the effectiveness of management interventions and scenarios for the future The South African situation stands out because of the remarkable diversity of the country and the wide range of problems encountered in its varied ecosystems which has resulted in a disproportionate investment into both research and management The South African experience holds many lessons for other parts of the world and this book should be of immense value to researchers students managers and policy makers who deal with biological invasions and ecosystem management and conservation in most other regions      *Excellence Gaps in Education* Jonathan A. Plucker, Scott J. Peters, 2020-01-15 2017 Texas Association for Gifted and Talented Legacy Scholar Book Award 2017 National Association of Gifted Children Scholar Book of the Year Award In Excellence Gaps in Education Jonathan A Plucker and Scott J Peters shine a spotlight on excellence gaps the achievement gaps among subgroups of students performing at the highest levels of achievement Much of the focus of recent education reform has been on closing gaps in achievement between students from different racial ethnic or socioeconomic backgrounds by bringing all students up to minimum levels of proficiency Yet issues related to excellence gaps have been largely absent from discussions about how to improve our schools and communities Plucker and Peters argue that these significant gaps reflect the existence of a persistent talent underclass in the United States among African American Hispanic Native American and poor students resulting in an incalculable loss of potential among our fastest growing populations Drawing on the latest research and a wide range of national and international data the authors outline the scope of the problem and make the case that excellence gaps should be targeted for elimination They identify promising interventions for talent development already underway in schools and provide a detailed review of potential strategies including universal screening flexible grouping targeted programs and psychosocial interventions Excellence Gaps in Education has the potential for changing our national conversation about equity and excellence and bringing fresh attention to the needs of high potential students from underrepresented backgrounds      *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 workplace 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 *Pennsylvania Government and Politics* Thomas J. Baldino, Paula A. Duda Holoviak, 2024-03-12 This book provides a comprehensive examination of the Keystone State's formal and informal political institutions and players past and present and elucidates the place each holds in governing the commonwealth today. Covering a period of more than three hundred years, this volume presents a clear and succinct overview of the commonwealth's political history, culture, and geography, interactions between office holders, civil servants, special interest groups, and the media, policy development and implementation, how laws are created, enacted, and enforced, hierarchy and interaction among state, county, local, and special district government bodies and officials, tax collection and disbursement, and the political upheaval in the wake of the COVID-19 pandemic and the 2020 presidential election. Featuring practical appendixes and interviews with current and past office holders, bureaucrats, party leaders, and political journalists, this astute and informative book is an indispensable tool for understanding politics in the Keystone State. Trust-Based Observations Craig Randall, 2020-07-30 The results are in: observations are not improving teaching and learning. Pertinently, the Gates Foundation

s recently completed effort to improve student outcomes through enhancing the teacher evaluation process failed to achieve substantive improvement The way observations are currently designed serve as an obstacle to teacher risk taking Teachers fear negative evaluations when their pedagogy is rated and they lack faith in being supported by supervisors because a trusting relationship between them and their observer has not been built Trust Based Observations Maximizing Teaching and Learning Growth is a schema changing evaluation model that understands people perform at their best when they feel safe and supported It begins with twelve 20 minute observations per week followed by collegial conversations driven by reflective questions sharing observed teaching strengths and the building of safe and trusting relationships with teachers Add the elimination of rating pedagogical skills and replace it with rating mindset and teachers trust When teachers fully embrace risk taking and innovation it leads to remarkable teaching transformations and improved student learning

**Giving Space to African Voices** Zehlia Babaci-Wilhite,2014-08-07 This book sets out to bring voices of the South to the debate on localization of education and makes the case that it should be considered a right in education Despite all the scientifically based evidence on the improved quality of education through the use of a local language and local knowledge English as a language of instruction and Western knowledge based curriculum continue to be used at all educational levels in many developing nations This means that in many African countries the goal of rights to education is becoming increasingly remote let alone that of rights in education With this understanding and with the awareness of the education challenges of millions of children throughout Africa the authors argue that local curriculum through local languages needs to be valued and to be preserved and that children need to be prepared for the world in a language that promotes understanding The authors make a clear case that policy makers are in a position to work towards a quality education for all as part of a more comprehensive right based approach We owe it to the children of the South to offer the best quality education possible in order to achieve social justice

*Education at a Glance 2018* OECD,Oecd,2018-09-19 Foreword Editorial Education s promise to all

Introduction The Indicators and their Framework Reader s guide Executive summary Equity in the Education Sustainable Development Goal Indicator A1 To what level have adults studied Indicator A2 Transition from education to work Where are today s youth Indicator A3 How does educational attainment affect participation in the labour market Indicator A4 What are the earnings advantages from education Indicator A5 What are the financial incentives to invest in education Indicator A6 How are social outcomes related to education Indicator A7 To What extent do adults participate equally in education and learning Indicator B1 Who participates in education Indicator B2 How do early childhood education systems differ around the world Indicator B3 Who is expected to graduate from upper secondary education Indicator B4 Who is expected to enter tertiary education Indicator B5 Who is expected to graduate from tertiary education Indicator B6 What is the profile of internationally mobile students Indicator B7 How equitable are entry and graduation in tertiary education Indicator C1 How much is spent per student on educational institutions Indicator C2 What proportion of national wealth is spent on educational

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