

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

# 2014 Mid Year Examination Life Sciences Question Paper

**B Lingard**



## **2014 Mid Year Examination Life Sciences Question Paper:**

**Being Human in STEM** Sarah L. Bunnell, Sheila S. Jaswal, Megan B. Lyster, 2023-07-03 For all STEM faculty chairs administrators and faculty developers who work to support students learning and thriving in STEM especially those students who have felt unwelcome and unsupported in their past STEM experiences this book offers sustainable strategies that are now being widely adopted to create inclusive environments in undergraduate STEM classes and programs Further this book presents a framework for partnering with students to collaboratively envision how STEM can be a space that fosters a sense of belonging for and promotes the success of all individuals in STEM This book presents the Being Human in STEM Initiative or HSTEM as a model for challenging the assumptions we make and how we communicate to students about who belongs and who can thrive in STEM This work arose out of a time of conflict at Amherst College A four day sit in protesting in support of the Black Lives Matter movement and bringing attention to related experiences of exclusion and marginalization that minoritized students experienced on campus What emerged from that conflict has been transformative for the college its students and for its faculty and staff In this book the authors share how the HSTEM course came into being offer a course overview readings and resources for developing an HSTEM course at your own institution provide recommendations for evaluating the multi level impact of inclusive change initiatives and profile models of how the HSTEM course has been adapted at colleges and universities across the country In addition to providing a road map for developing your own HSTEM course the authors articulate ways that you can make any course or institutional structure more inclusive through active listening and validation and through reflective practice and partnership to progressively make incremental and sustainable changes in STEM education Through listening and reflecting the model facilitates uncovering the disconnects that can impede inclusivity in our classrooms and laboratories While the authors offer a proven process and model for change originally motivated by the urgent need to respond to students demands they recognize that larger institutional culture shifts require the identification and commitment to common values a shared sense of purpose in the work of change and the provision of agency and resources to individuals tasked with making change happen How might we shift institutional STEM culture The HSTEM model provides one solution By reflecting on our own lived experiences and identities engaging with the literature on the factors that enhance and limit full inclusion in STEM and partnering with students to identify actionable ways to bring about sustainable change in our scientific communities we can all work towards creating a more inclusive and human STEM ecosystem Each chapter opens with a set of guiding reflective questions to help you connect these ideas frameworks and strategies to your own teaching and institutional context While each chapter builds on the previous ideas and frameworks the book can also be used as a resource to identify a just in time strategy to address particular questions you may have about making your teaching more inclusive The appendices offer an array of Facilitator Guides each of which outlines a student endorsed exercise based on the pedagogical literature that can foster a sense of belonging and inclusion in

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**Publishers' Circular and General Record of British and Foreign Literature, and Booksellers' Record** ,1869

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Curtis, Henry Mills Alden, Samuel Stillman Conant, Montgomery Schuyler, John Foord, Richard Harding Davis, Carl

Schurz, Henry Loomis Nelson, John Kendrick Bangs, George Brinton McClellan Harvey, Norman Hapgood, 1875      The

Athenaeum ,1880      The Illustrated London News ,1878      *English Mechanic and Mirror of Science* ,1871      **Press**

**Summary - Illinois Information Service** Illinois Information Service,2003-07-17      *Industrial Engineering* George  
Worthington,1888      **English Mechanic and World of Science** ,1871      **English Mechanic and Mirror of Science**

**and Art** ,1871      **Promoting Science Learning amongst Grade VIII Students through Multiple Intelligence**

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from the year 2017 in the subject Pedagogy School Pedagogics Royal University of Bhutan language English abstract Quality  
science education amongst the youth has become crucial to survive in the ever challenging 21st century world Stakeholders  
at different levels are concerned that science education in Bhutan is not up to expected level Science teachers of School X  
also experienced students poor performance Predominance of teacher centered mode of instruction traditional method is one

factor that hindered science learning Various literatures have cited the inherent potential of Multiple Intelligence MI  
teaching strategies to promote science learning and provide students the learning platform depending upon their well  
developed intelligence This study was intended to promote science learning amongst the grade VIII students of School X  
through MI teaching strategies 37 students were randomly sampled for the study and 11 students were selected from the  
sample population for the in depth interview The data were collected twice baseline data before intervention with MI  
strategies and post line after the MI intervention strategies Science teachers intervened with teaching strategies based on  
eight intelligences for the period of two months addressing the learning barriers identified from base line data The base line  
and post line data were analyzed and compared The study revealed that MI teaching strategies upscale the science learning  
and understanding amongst the students It indicated that incorporating MI teaching strategies improve science learning in  
students by fostering variety of teaching learning activities promoting different types of teaching learning material and  
encouraging students to actively participate in learning activities in the class      Popular Science Monthly ,1928      **The**

**Independent** ,1895      **Britannica Book of the Year** ,2015      *The College blue book* ,1985      Journal of Soil and Water

Conservation ,2017 Vol 25 no 1 contains the society s Lincoln Chapter s Resource conservation glossary

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