

Practical Task Term 1: Biosphere to ecosystems

Date: _____

Name: _____

Total	
	30

Duration: 45 minutes

INSTRUCTIONS AND INFORMATION**Read the following instructions carefully before answering the questions.**

1. This is a formal SBA task and must be done under supervised conditions in the classroom.
2. Each learner completes this task on his/her own (under test conditions).
3. Present the answers according to the instructions of each question.
4. Draw all diagrams in pencil and labels in blue ink.
5. The diagrams in the question paper may NOT be drawn to scale.

BACKGROUND INFORMATION

The biosphere is the thin layer of land, air and water around the earth's surface that supports life. The abiotic, or non-living, portion of each ecosystem in the biosphere includes the flow of energy, nutrients, water, and gases and the concentrations of organic and inorganic substances in the environment. The biotic, or living, portion includes organisms based on their methods of acquiring energy: the primary producers, largely green plants; the consumers, which include all the animals; and the decomposers, which include the microorganisms that break down the remains of plants and animals into simpler components for recycling in the biosphere.

Ecological pyramids are a graphical representation in the shape of a pyramid to show the feeding relationship of groups of organisms, and the flow of energy or biomass through the different trophic levels in a given ecosystem.

QUESTION 1: Abiotic factors

Grade 10 learners carried out an investigation to determine the water content,

Life Science Question Exemplar 2014

Naomi Winstone, David Carless



Life Science Question Exemplar 2014:

Designing Effective Feedback Processes in Higher Education Naomi Winstone, David Carless, 2019-06-27 Feedback is one of the most powerful influences on student achievement yet it is difficult to implement productively within the constraints of a mass higher education system *Designing Effective Feedback Processes in Higher Education A Learning Focused Approach* addresses the challenges of developing effective feedback processes in higher education combining theory and practice to equip and empower educators It places less emphasis on what teachers do in terms of providing commentary and more emphasis on how students generate make sense of and use feedback for ongoing improvement Including discussions on promoting student engagement with feedback technology enabled feedback and effective peer feedback this book Contributes to the theory and practice of feedback in higher education by showcasing new paradigm feedback thinking focused on dialogue and student uptake Synthesises the evidence for effective feedback practice Provides contextualised examples of successful innovative feedback designs analysed in relation to relevant literature Highlights the importance of staff and student feedback literacy in developing productive feedback partnerships Supports higher education teachers in further developing their feedback practice *Designing Effective Feedback Processes in Higher Education A Learning Focused Approach* contributes to the theory and practice of higher education pedagogy by re evaluating how feedback processes are designed and managed It is a must read for educators researchers and academic developers in higher education who will benefit from a guide to feedback research and practice that addresses well recognised challenges in relation to assessment and feedback

Trends in Teaching Experimentation in the Life Sciences Nancy J. Pelaez, Stephanie M. Gardner, Trevor R. Anderson, 2022-05-11 This book is a guide for educators on how to develop and evaluate evidence based strategies for teaching biological experimentation to thereby improve existing and develop new curricula It unveils the flawed assumptions made at the classroom department and institutional level about what students are learning and what help they might need to develop competence in biological experimentation Specific case studies illustrate a comprehensive list of key scientific competencies that unpack what it means to be a competent experimental life scientist It includes explicit evidence based guidelines for educators regarding the teaching learning and assessment of biological research competencies The book also provides practical teacher guides and exemplars of assignments and assessments It contains a complete analysis of the variety of tools developed thus far to assess learning in this domain This book contributes to the growth of public understanding of biological issues including scientific literacy and the crucial importance of evidence based decision making around public policy It will be beneficial to life science instructors biology education researchers and science administrators who aim to improve teaching in life science departments Chapters 6 12 14 and 22 are available open access under a Creative Commons Attribution 4 0 International License via link.springer.com

The Oxford Handbook of Qualitative Research Patricia Leavy, 2020 The Oxford Handbook of Qualitative Research Second Edition presents a

comprehensive interdisciplinary overview of the field of qualitative research Divided into eight parts the forty chapters address key topics in the field such as approaches to qualitative research philosophical perspectives narrative inquiry field research and interview methods text arts based and internet methods analysis and interpretation of findings and representation and evaluation The handbook is intended for students of all levels faculty and researchers across the disciplines and the contributors represent some of the most influential and innovative researchers as well as emerging scholars This handbook provides a broad introduction to the field of qualitative research to those with little to no background in the subject while providing substantive contributions to the field that will be of interest to even the most experienced researchers It serves as a user friendly teaching tool suitable for a range of undergraduate or graduate courses as well as individuals working on their thesis or other research projects With a focus on methodological instruction the incorporation of real world examples and practical applications and ample coverage of writing and representation this volume offers everything readers need to undertake their own qualitative studies

Case Studies of Clinical Preparation in Teacher Education Ryan Flessner, Debra R. Lecklider, 2017-10-08 Preparing teachers to work in our nation's classrooms presents an array of challenges for teacher educators Recently organizations such as the American Association of Colleges for Teacher Education AACTE the National Council for Accreditation of Teacher Education NCATE and the Council of Chief State School Officers CCSSO released reports calling for change supporting clinical teacher preparation and encouraging links between university faculty clinical faculty P 12 educators and pre service teachers This book as well as its companion text The Power of Clinical Preparation in Teacher Education Embedding Teacher Preparation within P 12 School Contexts responds to calls for change in teacher education Sponsored by the Association of Teacher Educators ATE and its Commission on Clinically Based Teacher Preparation the book includes program descriptions theoretical frameworks and research studies Initiated in response to Dr Nancy Zimpher's keynote speech at ATE's 2011 Annual Meeting the Commission on Clinically Based Teacher Preparation set out to identify exemplary programs of teacher education promising practices within those programs and research related to the programs clinical practices This text represents the Commission's findings

The Indian National Bibliography, 2017-10 **Entrepreneurial Learning City Regions** Judith James, Jean Preece, Raúl

Valdés-Cotera, 2017-09-21 This book proposes an alternative strategy to improve and sustain prosperity through the creation of an entrepreneurial culture in learning cities or city regions The edited collection provides insights into how entrepreneurship education job creation and social inclusion can be aligned through entrepreneurial learning in the context of territorial development With rich and varied contributions from a wide field including policy makers entrepreneurs an investment banker leaders of universities and councils the voluntary sector scientists educators and students it reviews and assesses how learning cities and regions may become more prosperous by investing in the development of entrepreneurial skills throughout lifelong learning Reinforced by examples on developing and retaining entrepreneurial people this book

contributes to our understanding of how entrepreneurial learning can be fostered in different city and city region contexts It makes an interesting contribution to the field in terms of mapping out complex issues and testing the practical validity of the concept while also providing rich and insightful case studies centred on the Welsh experience with entrepreneurial learning city regions The high quality international contributions demonstrate the new worldwide interest in developing an entrepreneurial culture for the benefit of a city or region rather than an entrepreneurial mind set for individual benefit This fascinating subject will be of interest to many social scientists policymakers and practitioners It will be found especially valuable for professionals involved in economic inclusive and sustainable city or regional development **Indian National**

Bibliography B. S. Kesavan, 2017-12 *Climate Change and Cities* Cynthia Rosenzweig, William D. Solecki, Patricia Romero-Lankao, Shagun Mehrotra, Shobhakar Dhakal, Somayya Ali Ibrahim, 2018-03-29 The Urban Climate Change Research Network's Second Assessment Report on Climate Change in Cities ARC3 2 is the second in a series of global science based reports to examine climate risk adaptation and mitigation efforts in cities The book explicitly seeks to explore the implications of changing climatic conditions on critical urban physical and social infrastructure sectors and intersectoral concerns The primary purpose of ARC3 2 is to inform the development and implementation of effective urban climate change policies leveraging ongoing and planned investments for populations in cities of developing emerging and developed countries This volume like its predecessor will be invaluable for a range of audiences involved with climate change and cities mayors city officials and policymakers urban planners policymakers charged with developing climate change mitigation and adaptation programs and a broad spectrum of researchers and advanced students in the environmental sciences

Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons, 2014 *CLA Journal*, 2016

Library Journal, 1991 Includes beginning Sept 15 1954 and on the 15th of each month Sept May a special section School library journal ISSN 0000 0035 called Junior libraries 1954 May 1961 Also issued separately *Arts & Humanities Citation Index*, 1995 A multidisciplinary index covering the journal literature of the arts and humanities It fully covers 1 144 of the world's leading arts and humanities journals and it indexes individually selected relevant items from over 6 800 major science and social science journals *Memoirs of the American Academy in Rome* American Academy in Rome, 2014

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