



PROVINCIAL DEPARTMENT OF EDUCATION NORTH WESTERN PROVINCE

THIRD TERM TEST - 2018 SCIENCE

Grade 08

Two Hours.

Name / Index No. :

Part - I

- Underline the most suitable answer in the paper itself.

01. The structure that stores food in carrot plant is
(1) stem (2) lateral roots (3) tap root (4) adventitious roots
02. An alloy with magnetic properties is,
(1) Iron (2) Nickle (3) Ferrite (4) Invar
03. Which of the following indicates the factors essential for firing that are present in fire triangle?
(1) Heat, oxygen, fuel
(2) Temperature, oxygen, fuel
(3) Heat, oxygen, combustible materials
(4) Temperature, supporters of combustion, combustible materials
04. Select the areas in which land slides occur abundantly,
(1) Anuradhapura, Badulla, Mathara (2) Mathale, Badulla, Kurunegala
(3) Galle, Mathara, Jaffna (4) Nuwara Eliya, Puttalam, Badulla
05. The constellation to which the star serius belongs is
(1) Gemini (2) Canis major (3) Ursa major (4) Leo
06. The most effective vitamins essential for a healthy skin are
(1) vitamin A and E (2) vitamin A and D (3) vitamin K and D (4) vitamin C and E
07. Which of the following musical instruments produce sound only by vibrating strings?
(1) Guitar, drum, flute (2) Udekkiya, trumpet, sitar
(3) Flute, trumpet, xylophone (4) Guitar, violin, sitar
08. The planets which have not yet been found sub planets are,
(1) Mercury and Venus (2) Venus and Urenus
(3) Mercury and Urenus (4) Mercury and Neptune
09. Which of the following affects the occurrence of seasonal changes?
(1) Revolution of the earth.
(2) Revolution of the sun.
(3) Freezing of snow in poles and tilting of sun.
(4) Revolution of the earth and tilting of its axis to orbital plane.
10. There statements about the electric current are given below.
A - Electric current flows from a higher electric potential to a lower electric potential.
B - Unit 'Ampere' is used to measure the electric current.
C - Direction of electric current is from positive terminal to negative terminal.
The correct statements are,
(1) A (2) B and C (3) A and C (4) A, B and C all.
11. Figure indicates the constellation,
(1) Ursa major (2) Plough
(3) Seven sages (4) All above
12. Body shows radial symmetry. There are two forms as polyps and medusa. Cripple small creatures with special tentacles having cnidocytes. The invetebrate group which shows the above features is
(1) Arthropoda (2) Cnidaria (3) Mollusca (4) Annelida



Western Province 3rd Term Science Exam Paper

Oscar Koopman



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Under Colonialism Revolt of 1857 Peasant Labour and Tribal Movement Social and Woman Reforms National Movement and India after Independence Geography Geography as a Social Study and Science Planet Earth in the Solar System Globe Nature and Human Environment Air Water Human Environment Resources Human and Natural Agriculture Civics India Unity in Diversity Democracy and Constitution Government Local and State Government Parliamentary Government The Judiciary Marginalisation and Social Justice Understanding Media Making Living Pedagogy Concept and Nature of Social Science Classroom Processes Activities and Discourse Developing Critical Thinking Enquiry Empirical Evidence Problems of Teaching Social Science Studies Sources Primary and Secondary Project Work Evaluation Practice Sets 1 5

Interpellations, Questions and Replies of the National Assembly South Africa. Parliament (1994-). National Assembly, 1999 *Science* John Michels (Journalist), 1888 Vols for 1911 13 contain the Proceedings of the Helminothological Society of Washington ISSN 0018 0120 1st 15th meeting *On Human Nature* Michel Tibayrenc, Francisco J. Ayala, 2016-09-12 *On Human Nature* Biology Psychology Ethics Politics and Religion covers the present state of knowledge on human diversity and its adaptative significance through a broad and eclectic selection of representative chapters This transdisciplinary work brings together specialists from various fields who rarely interact including geneticists evolutionists physicians ethologists psychoanalysts anthropologists sociologists theologians historians linguists and philosophers Genomic diversity is covered in several chapters dealing with biology including the differences in men and apes and the genetic diversity of mankind Top specialists known for their open mind and broad knowledge have been carefully selected to cover each topic The book is therefore at the crossroads between biology and human sciences going beyond classical science in the Popperian sense The book is accessible not only to specialists but also to students professors and the educated public Glossaries of specialized terms and general public references help nonspecialists understand complex notions with contributions avoiding technical jargon Provides greater understanding of diversity and population structure and history with crucial foundational knowledge needed to conduct research in a variety of fields such as genetics and disease Includes three robust sections on biological psychological and ethical aspects with cross fertilization and reciprocal references between the three sections Contains contributions by leading experts in their respective fields working under the guidance of internationally recognized and highly respected editors **APAIS 1994: Australian public affairs information service ,**

Science Education Research in the Knowledge-Based Society Dimitris Psillos, Petros Kariotoglou, Vassilis Tselves, Euripides Hatzikraniotis, George Fassouloupoulos, Maria Kallery, 2013-03-09 We are pleased to present the ESERA 2001 Conference book which is based on contributions submitted and presented to the Third International Conference Science Education Research in the Knowledge Based Society that was organised by the Department of Primary Education of the Aristotle University of Thessaloniki and held in Thessaloniki from August 21 to August 26 2001 The focus of the Conference was to discuss the scope methods outcomes and perspectives of research in science education in the context of the rapidly

developing knowledge based society Some 450 researchers teachers and postgraduate students attended the conference They came mainly from European countries with a substantial proportion some 20 from countries outside Europe While ESERA conferences reflect research carried out in Europe they are increasingly becoming international events attracting researchers from all over the world A total of 220 works were presented in guest lectures symposia poster workshops individual papers and poster sessions that took place during the conference along with alternative activities and informal meetings All these of the Conference edited by works are already published in the Proceedings D Psillos P Kariotoglou V Tselfes G Bisdikian G Fassoulopoulos E Hatzikraniotis M Kallery

Focus on Fresh Data on the Language of Instruction Debate in Tanzania and South Africa Birgit Brock-Utne,Zubeida Desai,Martha Qorro,2006 This is a series of books from the LOITASA Language of Instruction in Tanzania and South Africa project LOITASA is a NUFU funded Norwegian University Fund project which began in January 2002 and continued till the end of 2006 It is what in donor circles is known as a South South North cooperation project which in this case involves research cooperation between South Africa Tanzania and Norway The first book entitled Language of instruction in Tanzania and South Africa LOITASA focused on the current language in education situation in the two countries by providing a description and analysis of existing language policies and practices

Progress of Education in India ,1918 **Progress of Education in India** India. Ministry of Education,1918 The Athenaeum ,1899 Questions and Replies of the National Assembly South Africa. Parliament (1994-). National Assembly,2002 *Kenya National Assembly Official Record (Hansard)* ,1984-12-05 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya

Science Education and Curriculum in South Africa Oscar Koopman,2016-11-01 This book explores the impact of the socio historical political and economic environment in South Africa both during and after Apartheid During this time the South African education system demonstrated an interest in a specific type of knowledge which Koopman refers to as a science of government This science of government leaves the learners with a blurred understanding of science that is disconnected from external nature and human nature and is presented as a series of abstract concepts and definitions The book also investigates the dialectical tensions between the science curriculum and the role of the teacher as an active implementer of the curriculum The book draws on the work of various phenomenological scholars namely Edmund Husserl Martin Heidegger Merleau Ponty and Max van Manen to discuss these tensions

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