

2021

Booklet A

1. (2)

Explanation:

Not all living things can make its own food, for example fungi. Not all living things can move from one place to another, for example plants.

2. (4)

Explanation:

Flowering plants produce flowers which, upon going through pollination and fertilisation, develop into fruits. Non-flowering plants do not produce flowers and thus no fruits are developed.

3. (4)

Explanation:

Composition of air:



4. (3)

Explanation:

Water enters a plant via its roots and is then transported to all other parts of the plant via the water carrying tubes in the stem.

5. (2)

Explanation:

Ovary develops into fruit while ovules develop into seeds. Since the papaya shown is a fruit with many seeds, the flower that the fruit was produced from would have many ovules.

6. (2)

Explanation:

A mosquito does not have feathers and it can fly.

7. (3)

Explanation:

When a sperm fuses with an egg, the process is known as fertilisation. Fertilisation takes place in the fallopian tube (oviduct). The fertilised egg develops in the womb (uterus).

8. (3)

Explanation:

The water carrying tubes of a plant carry water and mineral salts from the roots. The food carrying tubes carry sugar that is made by the leaves during photosynthesis.

9. (3)

Explanation:

Both the set-ups were placed in dark rooms but with different temperatures, that is, one of the rooms was cooler than the other. Therefore, the variable that was tested is temperature.

10. (3)

Explanation:

7 days after the egg of P hatched, P was at the pupal stage. Q spent the shortest time (8 days) at the egg stage in its life cycle. Q spent 20 days while P spent 8 days at the egg and larval stages. Hence, Q spent 12 days longer than P at the egg and larval stages. P took a total of 12 days to become an adult while Q took a total of 34 days to become an adult.

Answers For Ple In Science 2014

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Tang**



Answers For Ple In Science 2014:

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Values in Science Education Deborah Corrigan, Cathy Bunting, Angela Fitzgerald, Alister Jones, 2020-05-18 In 2007 the Monash Kings College London International Centre for the Study of Science and Mathematics Curriculum edited a book called *The Re emergence of Values in Science Education* This book reflects on how values have been considered since this original publication particularly in terms of socio cultural economic and political factors that have impacted broadly on science technology and society and more specifically on informal and formal science curricula Hence the title of this book has been framed as *Values in Science Education* The shifting sands As in the first book this collection focuses on values that are centrally associated with science and its teaching and not the more general notion of values such as cooperation or teamwork that are also important values in current curricula Such values have indeed become more of a focus in science education This may be a response to the changing global context where technological changes have been rapid and accelerating In such complex and risky environments it is our guiding principles that become the important mainstays of our decisions and practices In terms of science education what is becoming clearer is that traditional content and traditional science and scientific methods are not enough for science and hence science education to meet such challenges While shifts in values in science education continue tensions remain in curriculum development and implementation as evidenced by the continued diversity of views about what and whose values matter most

Science, Technology and Innovation Ecosystem: An Indian and Global Perspective Kashmir Singh, Nirmala Chongtham, Radhika Trikha, Mamta Bhardwaj, Sukhdeep Kaur, 2024-07-22 Science Technology and Innovation STI are the key drivers of the economy and development of a country The economic and social impacts of STI require a deep understanding of the STI ecosystem which includes the interactions between actors their technologies and their business models This book *Science Technology and Innovation Ecosystems A National and Global Perspective* focuses on the STI ecosystem of India in comparison to other innovation backed global countries It will include a study of the entire STI ecosystem focusing on the system interconnectedness required for strengthening it The building of interconnection within actors of the STI ecosystem is one of the paramount requirements to reinvigorate the STI ecosystem as a whole The book will also present the crucial role

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Language Faculty Science Hajime Hoji, 2016-02-26 This book explores how we can aspire to accumulate knowledge about the language faculty in line with Feynman s The test of all knowledge is experiment The two pillars of the proposed methodology for language faculty science are the internalist approach advocated by Chomsky and what Feynman calls the Guess Compute Compare method Taking the internalist approach the book is concerned with the I language of an individual speaker Adopting the Guess Compute Compare method it aims at deducing definite predictions and comparing them with experimental results It offers a conceptual articulation of how we deduce definite predictions about the judgments of an individual speaker on the basis of universal and language particular hypotheses and how we obtain experimental results precisely in accordance with such predictions In pursuit of rigorous testability and reproducibility the experimental demonstration in the book is supplemented by an accompanying website which provides the details of all the experiments discussed in the book

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Langdon,2023-01-01 This is an introductory textbook for the study of human evolution and covers all major topics of human origins taught under paleoanthropology anthropology archaeology and evolutionary biology courses This book differs from the existing selection of textbooks in the following ways It incorporates the most recent fossil discoveries and interpretations

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