

Lesson 2.2 & 2.3 Assessment

Section 1: Multiple Choice

Choose the correct answer for each of the following questions.

1. What are the three key principles of evolution discussed in the lesson?
 - a. Evolution, Darwinism, and Neo-Darwinism
 - b. Deep time, common ancestry, and mechanisms
 - c. Natural selection, random mutations, and genetic variations
 - d. Origin of life, homology, and fossil records
2. Why is the concept of “deep time” important in the theory of evolution?
 - a. It refers to the time needed for sudden changes in species.
 - b. It emphasizes the recent origin of the Earth.
 - c. It allows for gradual changes in species over an extended period of time.
 - d. It supports the idea that the Earth is only a few thousand years old.
3. Which scientific technique is commonly used to determine the age of the Earth?
 - a. Carbon dating
 - b. Radiometric dating
 - c. Tree ring analysis
 - d. Archaeological studies
4. What is the main reason for considering the principle of common ancestry in the theory of evolution?
 - a. To emphasize the differences among species.
 - b. To prove that all species are completely independent.
 - c. To show that all biological life is interconnected through a historical lineage.
 - d. To promote the idea of spontaneous generation.
5. Human Exceptionalism in Cognitive Abilities: Which of the following best describes the cognitive aspect of human exceptionalism?
 - a. The ability of humans to adapt physically to their environment.
 - b. The advanced cognitive and intellectual abilities of humans, such as complex thinking and problem-solving.
 - c. The physical strength of humans compared to other animals.
 - d. The ability of humans to fly.

6. Moral and Ethical Reasoning: Human exceptionalism includes the development of:
 - a. Only legal systems
 - b. Complex ethical systems and the ability to ponder questions of right and wrong
 - c. Basic instincts for survival
 - d. The ability to hibernate
7. Divine Creation in Theological Human Exceptionalism: According to Islamic theology, Adam (pbuh) and Ḥawwā' (pbuh) were created:
 - a. Through evolutionary processes
 - b. By a random chance
 - c. Directly by God, as a special creation distinct from random evolutionary processes
 - d. As descendants of apes
8. Speech and Knowledge in Islam: Which sūrah mentions that Allah (swt) has taught humans eloquence and expression?
 - a. Sūrah al-Baqarah
 - b. Sūrah al-Nisā'
 - c. Sūrah al-Raḥmān
 - d. Sūrah al-Fatiḥa
9. Role of Prophets in Human Exceptionalism: In Islamic theology, the role of prophets and messengers is primarily to:
 - a. Teach humans about technology
 - b. Guide humans in moral and ethical reasoning
 - c. Lead humans in battles
 - d. Advise on economic matters

Section 2: Short Answers

Write a well-formulated response for each of the following.

10. Explain why the age of the Earth is a critical factor in the theory of evolution. Provide an example of how a long period of time is essential for evolutionary changes.

2:2
&
2:3

11. Describe the principle of common ancestry and its role in understanding the unity and diversity of life. How is it represented through a Phylogenetic Tree of Life?

Section 3: Critical Thinking Question

Write a well-structured essay response to one of the following questions.

12. Neo-Darwinism is defined as a theory of evolution that combines Charles Darwin's natural selection theory with modern population genetics. Considering the information presented in the lesson, do you think Neo-Darwinism is a *qaṭī* (certain) or *ẓannī* (probabilistic) explanation for the processes of evolution? Provide a well-reasoned argument for your answer, considering the evidence and challenges discussed.

OR

The knowledge presented suggests that Neo-Darwinism and its principles are *ẓannī* (probabilistic) rather than *qaṭī* (certain). Explain whether Neo-Darwinism provides a certain or probabilistic explanation for the processes of evolution. Support your argument with evidence and its implications.