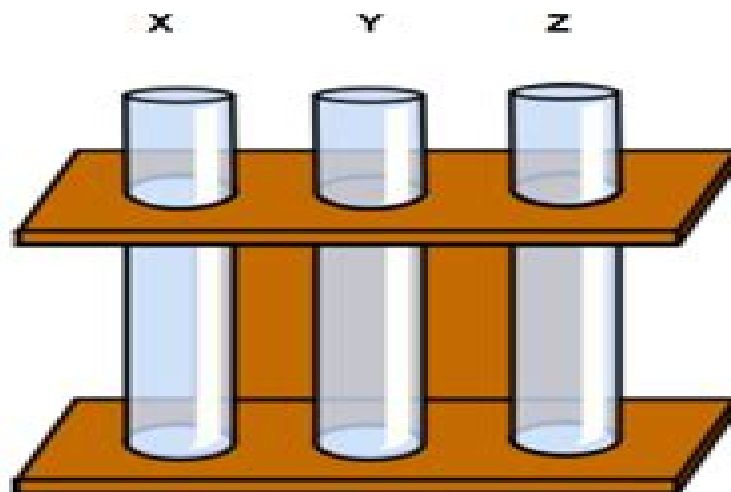


QUESTION 10

The three test tubes, X, Y and Z below, contain colourless solutions. The solutions in each test tube can either be potassium iodide or sodium carbonate or magnesium sulphate. Tests are carried out to determine which test tube contains which salts.



The following tests were carried out and the observations were made:

- Barium chloride solution is added to solution X; the solution remains colourless.
- Barium chloride solution is added to Y and Z; a white precipitate is formed in both cases.
- Dilute nitric acid is added to the precipitate in solution Y; the precipitate dissolves.

(2)

10.1 Define the term *dissociation*.

10.2 Give a reason why barium chloride solution can be used as electrolyte.

(2)

10.3 Write down the name of the precipitate in test tube Z.

(1)

Use the above information to identify the solutions in each of the test tubes X, Y and Z.

10.4 Write down the LETTER that represents the test tube and next to it, the NAME of the solution and the reason for the choice.

(6)

10.5 What type of reaction takes place between the precipitate in Y and the nitric acid?

(1)

[12]

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1996 Science Performance Standards Mary Lyn Bourque,1997 **Educational Assessment in a Time of Reform**

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Congressional Record United States. Congress,2001 *Teaching the Content Areas to English Language Learners in Secondary Schools* Luciana C. de Oliveira,Kathryn M. Obenchain,Rachael H. Kenney,Alandeom W. Oliveira,2019-01-17 This practitioner based book provides different approaches for reaching an increasing population in today s schools English language learners ELLs The recent development and adoption of the Common Core State Standards for English Language Arts and Literacy in History Social Studies Science and Technical Subjects CCSS ELA Literacy the Common Core State Standards for Mathematics the C3 Framework and the Next Generation Science Standards NGSS highlight the role that teachers have in developing discipline specific competencies This requires new and innovative approaches for teaching the content areas to all students The book begins with an introduction that contextualizes the chapters in which the editors highlight transdisciplinary theories and approaches that cut across content areas In addition the editors include a table that provides a matrix of how strategies and theories map across the chapters The four sections of the book represent the following contentareas English language arts mathematics science and social studies This book offers practical guidance that is grounded in relevant theory and research and offers teachers suggestions on how to use the approaches described

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Gopal Sreenivasan,2020-11-24 A novel approach to the crucial role emotion plays in virtuous action What must a person be like to possess a virtue in full measure What sort of psychological constitution does one need to be an exemplar of compassion say or of courage Focusing on these two examples Emotion and Virtue ingeniously argues that certain emotion traits play an indispensable role in virtue With exemplars of compassion for instance this role is played by a modified sympathy trait which is central to enabling these exemplars to be reliably correct judges of the compassionate thing to do in various practical situations Indeed according to Gopal Sreenivasan the virtue of compassion is in a sense a modified sympathy trait just as courage is a modified fear trait While he upholds the traditional definition of virtue as a species of character trait Sreenivasan discards other traditional precepts For example he rejects the unity of the virtues and raises new questions about when virtue should be taught Unlike orthodox virtue ethics moreover his account does not aspire to rival consequentialism and deontology Instead Sreenivasan repudiates the ambitions of virtue imperialism Emotion and Virtue

makes significant contributions to moral psychology and the theory of virtue alike **Leading improvement in school community wellbeing** Donna Cross, Leanne Lester, 2023-12-01 More than ever before the wellbeing of students staff and the school community must be a priority for principals and school leaders Leading Improvement in School Community Wellbeing provides a framework for a set of high impact strategies that individually and together can be the focus of improving wellbeing across the school The book provides school leaders with key research based school improvement practices authentic case studies in the form of principals reflections and crucially practical explanations outlining how to choose a particular practice and how to successfully embed or implement that strategy within the school Asking What s happening What s working and What s next the three parts of the book provide tools to assess the school community s wellbeing strengths and needs to determine actions required to improve student and staff wellbeing and to effectively implement wellbeing strategies across the school for the benefit of the entire school community **South Africa Yearbook** ,2009

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