

PHYSICS GRADE 10

CHAPTER ONE LINEAR MOTION

Introduction

Study of motion is divided into two;

1. Kinematics
2. Dynamics

In kinematics forces causing motion are disregarded while dynamics deals with motion of objects and the forces causing them.

I. Displacement

Distance moved by a body in a specified direction is called displacement. It is denoted by letter 's' and has both magnitude and direction. Distance is the movement from one point to another. The SI unit for displacement is the metre (m).

II. Speed

This is the distance covered per unit time.

Speed= distance covered/ time taken. Distance is a scalar quantity since it has magnitude only. The SI unit for speed is metres per second (m/s or ms⁻¹)

Average speed= total distance covered/total time taken

Other units for speed used are Km/h.

Examples

1. A body covers a distance of 10m in 4 seconds. It rests for 10 seconds and finally covers a distance of 50m in 60 seconds. Calculate the average speed.

Solution

Total distance covered=10+50=100m

Total time taken=4+10+6=20 seconds

Therefore average speed=100/20=5m/s

2. Calculate the distance in metres covered by a body moving with a uniform speed of 180 km/h in 30 seconds.

Solution

Distance covered=speed*time

$$=180 \times 1000 / 60 \times 60 = 50 \text{ m/s}$$

$$=50 \times 30$$

$$=1,500 \text{ m}$$

3. Calculate the time in seconds taken a by body moving with a uniform speed of 360km/h to cover a distance of 3,000 km?

Solution

Speed: 360 km/h= $360 \times 1000 / 60 \times 60 = 100 \text{ m/s}$

Time=distance/speed

$$3000 \times 1000 / 100$$

$$=30,000 \text{ seconds.}$$

III. Velocity

This is the change of displacement per unit time. It is a vector quantity.

Velocity=change in displacement/total time taken

The SI units for velocity are m/s

Examples

Physical Science Grade 12exampler

N Colangelo



Physical Science Grade 12 exemplar:

X-kit FET Grade 12 PHYS SCIENCE PHYSICS Clive Long, 2008 **Student Work and Teacher Practices in Science** Christine Y. O'Sullivan, Andrew R. Weiss, 1999 In 1996 the National Assessment of Educational Progress NAEP assessed the knowledge and skills of students in the areas of earth science life science and physical science It also collected information related to the background of students grades 4 8 and 12 their teachers grades 4 and 8 and the schools they attended grades 4 8 and 12 This report is intended primarily for science teachers hence the results presented relate directly to student performance classroom practices and school climate This report also discusses students attitudes and beliefs about science The report is divided into four parts In the first part chapter 1 an overview of the assessment is provided This includes information about the framework used in the development of the assessment a description of how the assessment was administered to students and an explanation of how to interpret NAEP results In the second part chapters 2 3 and 4 examples of questions and student responses are presented These chapters are divided by grade The third part chapters 5 and 6 contains information collected from students teachers and school administrators about classroom practices student motivation and parental involvement in learning Finally the fourth part contains appendices offering a fuller description of the procedures used for the NAEP 1996 science assessment appendix A scoring guides for questions discussed in chapters 2 3 and 4 appendix B and standard errors for the statistics presented in the report appendix C WRM **1996 Science Performance Standards** Mary Lyn Bourque, 1997 **Students learning science : a report on policies and practices in U.S. schools , Physical Science** Mr. Rohit Manglik, 2024-07-15 EduGorilla Publication is a trusted name in the education sector committed to empowering learners with high quality study materials and resources Specializing in competitive exams and academic support EduGorilla provides comprehensive and well structured content tailored to meet the needs of students across various streams and levels **Comparing science content in the National Assessment of Educational Progress (NEAP) 2000 and Trends in International Mathematics and Science Study (TIMSS) 2003 assessments technical report. , 2006 Students Learning Science** Christine Y. O'Sullivan, Andrew R. Weiss, Janice M. Askew, 1998 This report on teachers academic preparation and professional development the amount of emphasis science instruction receives in schools student course taking and the availability of school resources that support science learning is intended primarily for policy makers school administrators and educators concerned with state or school level policies Data is drawn from the 1996 National Assessment of Educational Progress NAEP and results are presented using the students as the unit of analysis Appendices present an overview of procedures used for the NAEP 1996 Science Assessment and standard errors Contains 14 figures and 25 tables DDR **Increasing the participation of special needs students in NAEP a report on 1996 NAEP research activities , Reports and Documents** United States. Congress, Science Framework for the 1996 and 2000 National Assessment of Educational Progress , 1999 Examples of Industrial Education Frank

Mitchell Leavitt,1912 **Educating scientists and engineers : grade school to grad school.** , *ENC Focus* ,2000
Resources in Education ,1998 **Science Program, 86th Congress** United States. Congress. Senate. Committee on
Government Operations,1959 *Social Justice and Transformative Learning* Sandra M. Tomlinson-Clarke,Darren L.
Clarke,2016-03-10 The similarities between the United States and South Africa with respect to race power oppression and
economic inequities are striking and a better understanding of these parallels can provide educational gains for students and
educators in both countries Through shared experiences and perspectives this volume presents scholarly work from U S and
South African scholars that advance educational practice in support of social justice and transformative learning It provides a
comprehensive framework for developing transformational learning experiences that facilitates leadership for social justice
and a deeper understanding of the factors influencing personal national and global identity **Course Offerings,**
Enrollments, and Curriculum Practices in Public Secondary School, 1972-73 Logan Osterndorf,Paul J. Horn,1976
Stirring the Head, Heart, and Soul H. Lynn Erickson,2008 This book is a potent reminder of what it means when
teachers teach whole human beings their minds hearts and souls Erickson helps us recall what all great teachers know
quality teaching is about building young lives Carol Ann Tomlinson Professor University of Virginia Author The Parallel
Curriculum Erickson sets the standard for concept based curriculum Her work offers a theoretically rich and eminently
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with state and national content standards Using brain based teaching methods Developing higher order thinking skills
Assessing and reporting student progress Creating a lifelong love of learning in students This invaluable resource
encourages teachers to create an educational environment that challenges students personal intellect engages their spirits
and fosters a greater understanding of the world around them *Science Achievement in the Primary School Years* Michael
O. Martin,1997 A recently completed landmark study of mathematics and science education in more than 40 countries
gathered information that can help address questions as to why students in one country do better in math and science than
students in another This report focuses on the results of the primary school science test of students in 26 countries from the
Third International Mathematics and Science Study TIMSS Details of how the study was conducted the nature of the science
test country characteristics differences in student achievement student achievement by science content area and an analysis

of example problems are included Ideas of intended and implemented curricula are discussed and a number of questions related to these ideas that TIMMS may answer are listed DDR

Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners Cheryll M. Adams,Alicia Cotabish,Debbie Dailey,2021-09-23 A Teacher s Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners provides teachers and administrators with practical examples of ways to build comprehensive coherent and rigorous science learning experiences for gifted and advanced students from kindergarten to high school It provides an array of examples across the four domains of science physical sciences Earth and space sciences life sciences and engineering technology and applications of science Each learning experience indicates the performance expectation addressed and includes a sequence of activities implementation examples connections to the CCSS Math and CCSS ELA and formative assessments Chapters on specific instructional and management strategies assessment and professional development suggestions for implementing the standards within the classroom will be helpful for both teachers and administrators

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