(2)

(1)

(3) [13]

#### QUESTION 2

2.1 The graph of molecular size versus the boiling point is given below.

The letters A, B and C represent the compounds CH<sub>4</sub>, C<sub>4</sub>H<sub>6</sub> and C<sub>3</sub>H<sub>8</sub> respectively.



- 2.1.1 Define the term boiling point.
- 2.1.2. Describe the trend in the boiling points of the compounds as shown by the graph.
- 2.1.3. Explain the answer to QUESTION 2.1.2 by referring to MOLECULAR SIZE, TYPE and STRENGTH of INTERMOLECULAR FORCES. (3)
- 2.1.4 Which ONE of the compounds (A, B or C) has the HIGHEST vapour pressure? Explain the answer by referring to the data on the graph.
  (2)
- 2.2 Consider the two molecules in the table below.

NAME OFSUBSTANCE	FORMULA	MOLACULAR MASS (g)	BOILING POINT
Ammonia	NH <sub>3</sub>	17	- 33
Phosphine	PH <sub>3</sub>	×	- 87.4

- 2.2.1 Determine the molecular mass (x) of phosphine
- 2.2.2 Explain the difference in the boiling points by referring to the TYPE and STRENGTH of INTERMOLECULAR FORCES.

# **Physical Science Grade11 Question Paper 2014**

**RS Peters** 

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Global Perspective on Issues and Trends in Educational Translanguaging Bautista, Jude Cañero, Kim, Jean, 2025-05-29 The

growing superdiversity around the world now appears to be the norm In traditional English speaking inner circle nations it is becoming increasingly rare to find classrooms with students who come from monocultural and monolingual backgrounds However teaching practices remain based on Anglocentric standards and perspectives even when most of the English speakers in the world are no longer just the monolingual speakers of the language Research in bilingualism and multilingualism reverberate the potential of translanguaging as a pedagogical practice. This is to leverage all the linguistic cultural and semiotic resources of learners so that they can actively engage in the language literacy and content area learning processes in the classroom However even though it has gained ground in theory and research it has not been upheld in instructional practice especially in the Anglophone nations While some regions view translanguaging as a pathway to educational justice others face barriers such as limited resources administrative constraints or lack of teacher training Despite its promise concerns remain around the selective use of languages and the risk of reinforcing existing linguistic hierarchies Global Perspective on Issues and Trends in Educational Translanguaging explores translanguaging pedagogies from both monolingual English speaking contexts and multilingual and multicultural contexts It examines a monolingual multilingual pairing of theoretical research and practical perspectives from around the world assessing how translanguaging pedagogies are practiced and researched worldwide This book covers topics such as indigenous studies migrant learners and pedagogy and is a useful resource for educators language experts academicians researchers and scientists Lives around the World Susan M. Shaw, Nancy Staton Barbour, Patti Duncan Ph.D., Kryn Freehling-Burton Ph.D., Jane Nichols, 2018-01-04 Providing an in depth look at the lives of women and girls in approximately 150 countries this multivolume reference set offers readers transnational and postcolonial analysis of the many issues that are critical to the success of women and girls For millennia women around the world have shouldered the responsibility of caring for their families But in recent decades women have emerged as a major part of the global workforce balancing careers and family life How did this change happen And how are societies in developing countries responding and adapting to women s newer roles in society This four volume encyclopedia examines the lives of women around the world with coverage that includes the education of girls and teens the key roles women play in their families careers religions and cultures how issues for women intersect with colonialism transnationalism feminism and established norms of power and control Organized geographically each volume presents detailed entries about the lives of women in particular countries Additionally each volume offers sidebars that spotlight topics related to women and girls in specific regions or focus on individual women s lives and contributions Primary source documents include sections of countries constitutions that are relevant to women and girls United Nations resolutions and national resolutions regarding women and girls and religious statements and proclamations about women and girls The organization of the set enables readers to take an in depth look at individual countries as well as Focus on Physical Science, **Study and Master** to make comparisons across countries **Everything Science**,

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