

GRADE 12 PHYSICAL SCIENCES MARCH TEST

QUESTION 1

Various options are provided as possible answers to the following questions. Choose the correct answer and write **ONLY** the LETTER (A-D) next to the QUESTION NUMBER (1.1-1.7) on your folio paper. Example 1.8. D.

- 1.1 Which of the following pairs of compounds contains members of the same homologous series?
- A Ethanol and butane
 B Ethanol and ethanoic acid
 C Ethanol and propanoic acid
 D Ethanol and butanoic acid
- 1.2 In which of the following cases would the resultant force acting on an object be equal to 0N.



- A A constant number of different ions are released.
 B A constant number of different ions are released, but the number of different ions is not constant.
 C An infinite number of different ions are released, but the number of different ions is not constant.
 D An infinite number of different ions are released, but the number of different ions is constant.
- 1.3 Which of the statements below best describes Weightlessness?
- A An object is free of weight because it is not touching the ground.
 B An object is free of weight because it is not touching the ground.
 C An object is free of weight because it is not touching the ground.
 D An object is free of weight because it is not touching the ground.
- 1.4 The inertia of an object...
- A is the same for all objects.
 B is the same for all objects.
 C is the same for all objects.
 D is the same for all objects.

- 1.5 An astronaut has a weight E_E on Earth. What distance, in terms of the radius of the Earth (r), will the astronaut be if his weight is a 14 of his weight (E_E) on the surface of the Earth?
- A r
 B $2r$
 C $3r$
 D $4r$

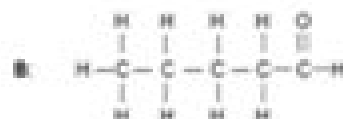
- 1.6 A box is pushed forward with a force of 100N but does not move. A possible reason for this is that:
- A The box is too heavy.
 B The box is too light.
 C The box is too heavy.
 D The box is too light.
- 1.7 A box is pushed forward with a force of 100N but does not move. A possible reason for this is that:
- A The box is too heavy.
 B The box is too light.
 C The box is too heavy.
 D The box is too light.

[14]

QUESTION 2

Three organic compounds (A, B and C) with different functional groups are given below.

A: 2,3-dimethyl-2-one



C: $\text{CH}_3\text{CH}_2\text{CH}_2\text{CH}_2\text{OH}$

- 2.1 Write down the functional group of compound C and name the cation to form such a variety of organic compounds. (2)
- 2.2 Define the term functional group. (2)
- 2.3 Write down the:
 2.3.1 IUPAC name of compound A. (2)
 2.3.2 IUPAC name of compound B. (2)

Physical Science Grade Paper Common Test March 2014

Yew-Jin Lee, Jason Tan



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Organization and Administration of Physical Education Jayne D. Greenberg, Judy L. LoBianco, 2025-03-11 The revised SHAPE America National Physical Education Standards are defining physical education PE programs providing the framework for students physical literacy journeys Organization and Administration of Physical Education Theory and Practice Second Edition With HKPropel Access incorporates the revised standards making it the text administrators need to learn how the standards affect curriculum development and implementation of a successful PE program This edition is thoroughly updated by two award winning educators Jayne Greenberg and Judy LoBianco who are joined by a sterling list of contributors who have taught at every education level in urban suburban and rural settings In this second edition the roles and responsibilities of PE administrators are examined through theoretical and practical lenses Beyond incorporating the revised PE standards and the latest research throughout other enhancements to this edition include the following An expanded technology chapter that addresses equity and the digital divide remote learning virtual and augmented reality and artificial intelligence A more comprehensive chapter on teacher and program evaluation A new chapter on social emotional learning SEL with connections between content pedagogy and practices A new chapter on diversity equity and inclusion that provides culturally responsive teaching approaches to elevate the participation of underrepresented teachers and students New content for physical education department chairpersons The result is an essential manual for future and current administrators in PE leadership positions who want to acquire new skills in the primary six areas of responsibility Part I explores leadership and management styles and presents practical theories of motivation development and planning for the essential components of a quality PE program In part II readers examine various curriculum instruction and assessment models and get guidance on planning special events Part III helps administrators plan new school facilities or renovate existing ones and it presents contemporary concepts in universal design and sustainable environmental design It also offers ideas on how to incorporate technology including developing online PE courses Part IV explores communication legal issues and human resources so administrators can learn how to advocate for their programs Part V explains the fiscal responsibilities inherent in administrative positions and shows how administrators can secure independent funding offering many examples of grants and fundraising opportunities with sample grant applications Part VI new to this edition explores the integration of content and pedagogy with SEL practices It also offers legal and practical strategies to enhance the involvement of those who are underrepresented in PE Each chapter also includes sidebars from professionals who share tips and insights on successful program implementations To further enhance practical application readers have online access to downloadable forms checklists and other supportive materials Published with SHAPE America this text offers the solid foundational theory and practices needed for today s challenges in PE administration Note A code for accessing HKPropel is included with this ebook

The College Handbook ,1987 **Primary Science Education in East Asia** Yew-Jin

Lee, Jason Tan, 2018-09-26 This edited volume is a state of the art comparison of primary science education across six East Asian regions namely the People's Republic of China Republic of Korea Republic of China Hong Kong SAR Japan and Singapore While news of educational policies classroom teaching assessment and other educational innovations here often surface in the international media this book brings together for the first time relevant information regarding educational systems and strategies in primary science in East Asia Above all it is a readable yet comprehensive survey readers would have an accurate sense of what has been accomplished what has not worked so well and what remains to be done Invited experts in comparative education research and or science education also provide commentary by discussing common themes across the six regions These types of critical synoptic reviews add much value by enabling readers to understand broad commonalities and help synthesize what must surely be a bewildering amount of very interesting albeit confusing body of facts issues and policies Education in East Asia holds many lessons both positive and negative to offer to the rest of the world to which this volume is a timely contribution to the literature

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