

GRADE 10 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 (1.1-1.5) on your folio paper. Example 1.6. D.

- 1.1 A positively charged object has:
 - A Particular present of
 - O ALTONOMIC TOWN
 - C Anti-
 - D. Association Conferen
- 1.2 Which one of the following types of electromagnetic waves has the LONGEST wavelength?
 - A Contract of
 - A COLUMN
 - C. Marine
 - 0
- 1.3 In which CNE of the following-do sound waves travel the FASTEST?
 - A Section
 - A
 - 0
 - 0
- 1.4 The Shunit for charge is the ...
 - 4 4
 - 8
 - 0.00
 - A
- 1.5 The relationship between voltage and work done is:
 - A COURT
 - 8 Premiorary South
 - C PERSONAL PROPERTY.
 - b) b) (c) (c) (c) (d)

0000

QUESTION 2

Below is a representation of two waves consisting of continuous pulses. Study it carefully and answer the questions that follow.



- 2.1 Define a pube.
 - 2 Identify the type of waves illustrated above as Till
- meditable discussion by a second
- 2.3 Which one of the two waves, P or Q, has the greatest amplitude? (1)
- 2.4 For Hove Q:
 - 2.3.1 What is the magnitude of its wavelength in metres? (1)
 - 232 Statistic Sementials of the scaled (f)
 - 233
- 2.5 If the waves were sent towards each other and allowed to collide.
 - 251 consequential visit (2

QUESTION 3:

3.1 The diagram below shows different points on a longitudinal wave.



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Physical Science Grade 10 Paper

AW Rasmussen

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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 X-kit Fet G10 Mathematics School Science Practical Work in Africa Umesh Ramnarain, 2020-06-01 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research informed practices on school science practical work The book highlights trends and patterns in the enactment and role of practical work across African countries Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry based learning which signals a definite paradigm shift from the traditional teacher dominated to a learner centered approach The book provides empirical research on approaches to practical work contextual factors in the enactment of practical work and professional development in teaching practical work. This book will be of great interest to academics researchers and post graduate students in the fields of science education and educational policy Parliamentary Papers Great Britain. Parliament. House of Commons, 1920 Resources in Education ,2000-10 Chemical news and Journal of physical science .1897 **Sessional Papers** Great Britain. Parliament. House of Commons, 1902 Books Related to Compensatory The Chemical News and Journal of Physical Science, 1913 Research in Education ,1974 Education ,1969 New Zealand University Calendar University of New Zealand, 1918 Report of the Annual Meeting of the South African Association for the Advancement of Science .2005 **Resources for Teaching Middle School Science** Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-03-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new quide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material

includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-04-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely revised edition of the best selling resource guide Science for Children Resources for Teachers this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by

region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents **Occupations of Federal White-collar Workers**, 1960

Re-examining Pedagogical Content Knowledge in Science Education Amanda Berry, Patricia Friedrichsen, John Loughran, 2015-03-24 Pedagogical Content Knowledge PCK has been adapted adopted and taken up in a diversity of ways in science education since the concept was introduced in the mid 1980s Now that it is so well embedded within the language of teaching and learning research and knowledge about the construct needs to be more useable and applicable to the work of science teachers especially so in these times when standards and other measures are being used to define their knowledge skills and abilities Re examining Pedagogical Content Knowledge in Science Education is organized around three themes Re examining PCK Issues ideas and development Research developments and trajectories Emerging themes in PCK research Featuring the most up to date work from leading PCK scholars in science education across the globe this volume maps where PCK has been where it is going and how it now informs and enhances knowledge of science teachers professional knowledge It illustrates how the PCK research agenda has developed and can make a difference to teachers practice and students learning of science Scientific and Technical Aerospace Reports ,1987 **CM** .1983 The Education Gazette of the Province of the Cape of Good Hope Cape of Good Hope (South Africa). Education Department, 1920 Resources in Education ,1997

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