



GRADE 11 PHYSICAL SCIENCES

NOVEMBER EXAMINATION PAPER 1: PHYSICS

SECTION A

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** in your answer book.

- 1.1 An example of a vector quantity:
- velocity
 - displacement
 - speed
 - mass
- 1.2 A boy sits on a chair. Gravitational force pulls him down, the force that keeps him from moving down would be:
- friction
 - applied force
 - gravity
 - normal force
- 1.3 Two forces F_1 and F_2 have a net force of 100N if they act in the same direction and are balanced if they act in the opposite direction. The individual forces of F_1 and F_2 will be:
- 70N and 30N
 - 100N and 0N
 - 60N and 40N
 - 80N and 20N

Use the circuit diagram below to answer QUESTIONS 1.4 and 1.5



- 1.4 The voltage over the parallel resistors will be:
- 5V
 - 7V
 - 20
 - 30
- 1.5 The total resistance of the circuit if all resistors were identical with a resistance of 20:
- 100
 - 4/50
 - 50
 - 60
- 1.6 A box is pushed forward with a force of 200N but does not move. A possible reason for this is that:
- frictional force is also 200N
 - frictional force is more than 200N
 - frictional force is less than 200N
 - none of the above
- 1.7 The diagram below shows a coil and a magnet with a pole **P**. A magnetic field is induced in the coil due to the motion of the magnet.



Which **ONE** of the following combinations will result in an induced magnetic field with **NORTH POLE** at point **B**?

	DIRECTION OF MOTION OF MAGNET	POLARITY OF P
A	into the coil	North
B	up and down inside the coil	North
C	into the coil	South
D	up and down inside the coil	South

Physical Science Grade 1exam Papers 20memo

BM King



Physical Science Grade 1exam Papers 20memo:

How We Teach Science John L. Rudolph, 2019-06-01 A former Wisconsin high school science teacher makes the case that how and why we teach science matters especially now that its legitimacy is under attack Why teach science The answer to that question will determine how it is taught Yet despite the enduring belief in this country that science should be taught there has been no enduring consensus about how or why This is especially true when it comes to teaching scientific process Nearly all of the basic knowledge we have about the world is rock solid The science we teach in high schools in particular laws of motion the structure of the atom cell division DNA replication the universal speed limit of light is accepted as the way nature works Everyone also agrees that students and the public more generally should understand the methods used to gain this knowledge But what exactly is the scientific method Ever since the late 1800s scientists and science educators have grappled with that question Through the years they've advanced an assortment of strategies ranging from the laboratory method to the five step method to science as inquiry to no method at all How We Teach Science reveals that each strategy was influenced by the intellectual cultural and political circumstances of the time In some eras learning about experimentation and scientific inquiry was seen to contribute to an individual's intellectual and moral improvement while in others it was viewed as a way to minimize public interference in institutional science John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and ultimately determine how science is perceived and received by the public *Reports from Commissioners* Great Britain. Parliament. House of Commons, 1875

Resources in Education , 1996-05 *Report[s]*. Great Britain. Royal Commission on Scientific Instruction and the Advancement of Science, 1873 *Research in Education* , 1974 Nuclear Science Abstracts , 1969 **Scientific and Technical Aerospace Reports** , 1989 **Colorado Lawyer** , 2000 **Report Upon State Education in Great Britain, France, Switzerland, Italy, Germany, Belgium, and the United States of America** Richard Laishley, 1886

Government Publications Great Britain. Her Majesty's Stationery Office, 1962 **Handbook of Accessible Instruction and Testing Practices** Stephen N. Elliott, Ryan J. Kettler, Peter A. Beddow, Alexander Kurz, 2018-03-08 The Second Edition of this handbook provides comprehensive coverage of the concept of accessibility and its application to the design and implementation of instruction and tests with all students It updates and expands on its original contents and responds to the increasing demand for research based evidence of accessible instruction and testing practices from the professional community Chapters explore how outcomes are affected when essential features or components of instructional materials and tests are not accessible to any portion of the student population The handbook addresses the new set of Standards for Educational and Psychological Testing that was published in 2014 as well as requirements for a high level of access for all interim and summative tests by national testing consortiums In addition the handbook describes how the Center for Applied Special Technology CAST has continued to advance Universal Design for Learning UDL principles in mainstream education

with teachers of all types of students not just students with disabilities Topics featured in this text include A summary of U S policies that support inclusive assessment for students with disabilities An overview of international policies that support inclusive assessments Designing developing and implementing an accessible computer based national assessment system Universal Design for Learning UDL principles and the future of assessment Recent advancements in the accessibility of digitally delivered educational assessments The Handbook of Accessible Instruction and Testing Practices Second Edition is an essential reference for researchers practitioners and graduate students in education and allied disciplines including child and school psychology assessment testing and evaluation social work and education policy and politics **Technical**

Education and Industrial Training ,1967 Redefining Geek Cassidy Puckett,2022-04-20 A surprising and deeply researched look at how everyone can develop tech fluency by focusing on five easily developed learning habits Picture a typical computer geek Likely white male and someone you d say has a natural instinct for technology Yet after six years teaching technology classes to first generation low income middle school students in Oakland California Cassidy Puckett has seen firsthand that being good with technology is not something people are born with it s something they learn In Redefining Geek she overturns the stereotypes around the digitally savvy and identifies the habits that can help everyone cultivate their inner geek Drawing on observations and interviews with a diverse group of students around the country Puckett zeroes in on five technology learning habits that enable tech savvy teens to learn new technologies a willingness to try and fail management of frustration and boredom use of models and the abilities to use design logic and identify efficiencies In Redefining Geek she shows how to measure and build these habits and she demonstrates how many teens historically marginalized in STEM are already using these habits and would benefit from recognition for their talent access to further learning opportunities and support in career pathways She argues that if we can develop recognize and reward these technological learning habits in all kids especially girls and historically marginalized racial and ethnic groups we can address many educational inequities and disparities in STEM Revealing how being good with technology is not about natural ability but habit and persistence Redefining Geek speaks to the ongoing conversation on equity in technology education and argues for a more inclusive technology learning experience for all students *Energy Research Abstracts* ,1983 **Soldier**

Support Journal ,1986 **The Publishers' Circular and Booksellers' Record** ,1928 **Monthly List** ,1934

Whitaker's Cumulative Book List ,1958 *Teaching at Its Best* Linda B. Nilson,2016-07-18 The classic teaching toolbox updated with new research and ideas Teaching at Its Best is the bestselling research based toolbox for college instructors at any level in any higher education setting Packed with practical guidance proven techniques and expert perspectives this book helps instructors improve student learning both face to face and online This new fourth edition features five new chapters on building critical thinking into course design creating a welcoming classroom environment helping students learn how to learn giving and receiving feedback and teaching in multiple modes along with the latest

research and new questions to facilitate faculty discussion Topics include new coverage of the flipped classroom cutting edge technologies self regulated learning the mental processes involved in learning and memory and more in the accessible format and easy to understand style that has made this book a much valued resource among college faculty Good instructors are always looking for ways to improve student learning With college classrooms becoming increasingly varied by age ability and experience the need for fresh ideas and techniques has never been greater This book provides a wealth of research backed practices that apply across the board Teach students practical real world problem solving Interpret student ratings accurately Boost motivation and help students understand how they learn Explore alternative techniques formats activities and exercises Given the ever growing body of research on student learning faculty now have many more choices of effective teaching strategies than they used to have along with many more ways to achieve excellence in the classroom Teaching at Its Best is an invaluable toolbox for refreshing your approach and providing the exceptional education your students deserve

Parliamentary Papers Great Britain. Parliament. House of Commons,1914

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