

GRADE 11 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 (1.1-1.6) on your folio paper. Example 1.7. D.

- 1.1 The graphs below show the relationship between the net force and the acceleration for two masses X and Y.



Which one of the following statements is true?

- A X has a greater mass.
 - B The bodies have equal mass.
 - C Y has a greater mass.
 - D The mass would not affect the gradient of the graph.
- 1.2 In which of the following cases would the resultant force acting on an object be equal to 0N.
- A An object moving with constant acceleration.
 - B When the only force acting on the object is gravitational acceleration.
 - C An object that undergoes equal displacements every second.
 - D An object is moving with increasing acceleration.
- 1.3 Which of the statements below best describes Weightlessness?
- A An object moving at constant velocity upwards from the ground.
 - B An object moving at constant velocity downwards from the ground.
 - C An object that is accelerated upwards away from the ground by a constant applied force.
 - D An object accelerates downwards towards the Earth with an acceleration of $9.8\text{m}\cdot\text{s}^{-2}$.
- 1.4 The inertia of an object ...
- A is greater if its mass is smaller.
 - B increases as the applied force on the object increases.
 - C is the resistance to any change in its state of motion.
 - D increases as the frictional force on the object increases.
- 1.5 An astronaut has a weight F_g on Earth. What distance, in terms of the radius of

Physical Science March 2014 Paper Memo Grade 1

George Graybill



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Breaking Point Rebecca Schwartz Greene, 2023-01-03 WINNER SOCIETY FOR MILITARY HISTORY DISTINGUISHED BOOK AWARDS FIRST BOOK This book informs the public for the first time about the impact of American psychiatry on soldiers during World War II Breaking Point is the first in depth history of American psychiatry in World War II Drawn from unpublished primary documents oral histories and the author's personal interviews and correspondence over years with key psychiatric and military policymakers it begins with Franklin Roosevelt's endorsement of a universal Selective Service psychiatric examination followed by Army and Navy pre and post induction examinations Ultimately 2.5 million men and women were rejected or discharged from military service on neuropsychiatric grounds Never before or since has the United States engaged in such a program In designing Selective Service Medical Circular No 1 psychiatrist Harry Stack Sullivan assumed psychiatrists could predict who might break down or falter in military service or even in civilian life thereafter While many American and European psychiatrists questioned this belief and huge numbers of American psychiatric casualties soon raised questions about screening's validity psychiatric and military leaders persisted in 1942 and 1943 in endorsing ever tougher screening and little else Soon families complained of fathers and teens being drafted instead of being identified as psychiatric 4Fs and Blacks and Native Americans among others complained of bias A frustrated General George S Patton famously slapped two malingering neuropsychiatric patients in Sicily a sentiment shared by Marshall and Eisenhower though they favored a tamer style Yet psychiatric rejections evacuations and discharges mounted While psychiatrist Roy Grinker and a few others treated soldiers close to the front in Tunisia in early 1943 this was the exception But as demand for manpower soared and psychiatrists finally went to the field and saw that combat itself not predisposition precipitated breakdown leading military psychiatrists switched their emphasis from screening to prevention and treatment But this switch was too little too late and slowed by a year long series of Inspector General investigations even while numbers of psychiatric casualties soared Ironically despite and even partly because of psychiatrists wartime performance plus the emotional toll of war postwar America soon witnessed a dramatic growth in numbers popularity and influence of the profession culminating in the National Mental Health Act 1946 But veterans with PTSD not recognized until 1980 were largely neglected

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

Who's who Among Students in American Universities and Colleges Henry Pettus Randall,1969

Hands-On - Physical Science: Matter and Materials Gr. 1-5 George Graybill,2016-10-01 This is the chapter slice Matter and Materials Gr 1 5 from the full lesson plan Hands On Physical Science Get your students excited about energy and all things that move with our Hands On Physical Science resource for grades 1 5 Combining Science Technology Engineering Art and Math this resource aligns to the STEAM initiatives and Next Generation Science Standards Study balanced and unbalanced forces by dropping different objects to measure the effect of gravity and air resistance on them Measure the distance of lightning by watching and listening for thunder Get into groups and make models of water sound and light waves Experience static electricity first hand by getting a balloon to magically stick to a wall Describe a solid liquid and gas around your home by its properties Make a compound machine with your classmates by combining at least two simple machines Each concept is paired with hands on experiments and comprehension activities to ensure your students are engaged and fully understand the concepts Reading passages graphic organizers before you read and assessment activities are included

Physical science Educational Support Services Trust (South Africa). Matriculation Programme,1994

Physical Science Grade 1 Steps To Literacy Staff,2014-06-01

Physical Science(Grade 1)(Reading in Science Workbook)(373-5) MCGRAWHILL ,2004-01-01

Physical Science: 10A : Learning about energy Tristan F. Nicholas,2005 A easy reader that explains the different forces of energy Contains vocabulary words battery electricity energy fuel heat and shadow

Physical Science Educational Support Services Trust (South Africa),1993

Physical Science and Engineering Science, Level 1 James Ellis,1979

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