

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 120N 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 50N
 - 120N and 0N
 - 60N and 60N
 - 80N and 40N

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
 - 2V
 - 3V
- 1.5 The total resistance of the circuit if all resistors were identical with a resistance of 2Ω:
- 10Ω
 - 4,67Ω
 - 5Ω
 - 6Ω
- 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 X?

	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 Exemplar 2014 Grade 11

L Reisser



Physical Science Exemplar 2014 Grade 11:

Challenges and Opportunities for Transforming From STEM to STEAM Education Thomas, Kelli, Huffman, Douglas, 2020-01-10 The addition of the arts to STEM education now known as STEAM adds a new dimension to problem solving within those fields offering students tools such as imagination and resourcefulness to incorporate into their designs However the shift from STEM to STEAM has changed what it means for students to learn within and across these disciplines Redesigning curricula to include the arts is the next step in preparing students throughout all levels of education *Challenges and Opportunities for Transforming From STEM to STEAM Education* is a pivotal reference source that examines the challenges and opportunities presented in redesigning STEM education to include creativity innovation and design from the arts including new approaches to STEAM and their practical applications in the classroom While highlighting topics including curriculum design teacher preparation and PreK 20 education this book is ideally designed for teachers curriculum developers instructional designers deans museum educators policymakers administrators researchers academicians and students *Handbook of Effective Inclusive Schools* James McLeskey, Fred Spooner, Bob Algozzine, Nancy, L. Waldron, 2014-05-16 Over the last decade the educational context for students with disabilities has significantly changed primarily as a result of mandates contained in NCLB and IDEA The purpose of this book is to summarize the research literature regarding how students might be provided classrooms and schools that are both inclusive and effective Inclusive schools are defined as places where students with disabilities are valued and active participants in academic and social activities and are given supports that help them succeed Effectiveness is addressed within the current movement toward multi tiered systems of support and evidence based practices that meet the demands of high stakes accountability

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Society (U.S.), Glencoe/McGraw-Hill, 2002*

Foundations of Physical Science Tom Hsu, CPO Science (Firm), 2005

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