For each question, write the correct answer in the space provided on the ANSWER SHEET.

QUESTION 26

Name the instrument that is used to measure electric current.

QUESTION 27

The diagram below shows an alternative method of generating electricity.



According to the diagram, what is the natural source of energy used to produce electricity?

QUESTION 28

The three main types of rock are igneous, sedimentary and metamorphic rocks.

Which of these three types of rocks is formed as a result of the cooling down of molten magma?

QUESTION 29

If the formula for magnesium carbonate is MgCO₃.

How many atoms are there altogether in one unit of magnesium carbonate? ______ atoms.

QUESTION 30

What is the formula for sodium nitrate?

For Questions 31 and 32, refer to the following information.

An unknown metal was placed in a test tube containing dilute hydrochloric acid. An unbalanced symbol equation for this reaction is given below.

$$Y + HCl \longrightarrow MgCl_2 + H_2$$

QUESTION 31

QUESTION 32

What number should be placed in front of HCl to balance the equation?

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Disha Experts

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was analyzed TIMSS provides large scale and representative data allowing an in depth investigation of the relations between teachers their practices and student outcomes The findings highlight the changes in teacher practice over time and the extent to which such changes explain the differences in student outcomes This research also contributes to understanding how the relationships between teacher practice and student outcomes vary across different student groups i e gender socioeconomic status and language background The empirical evidence presented not only adds a significant layer to the academic discourse but also offers practical implications These insights are crucial in facilitating educational policymaking and classroom practices aimed at improving student outcomes and closing gaps in educational inequality Materials Science and Engineering Applications, MMSE2011 Quan Jie Gao, 2011-04-19 Selected peer reviewed papers from the 2011 International Academic Conference on Machinery Materials Science and Engineering Applications MMSE 2011 July School Science Practical Work in Africa Umesh Ramnarain, 2020-06-01 School Science Practical 15 16 2011 Wuhan China 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 Teaching Reading Comprehension to English Learners in Secondary Schools: A Research-Based Approach Cekiso, Madoda, Olifant, Florence, Mokhtari, Kouider, 2025-04-23 Teaching reading comprehension to English learners ELs in secondary schools presents unique challenges as these students must navigate the complexities of academic texts and the intricacies of language acquisition Effective instruction requires a research based approach that considers the diverse linguistic cultural and cognitive backgrounds of these learners Recent studies highlight the importance of integrating strategies that build both language proficiency and content knowledge essential for helping ELs develop the skills needed to comprehend complex materials Fostering metacognitive awareness through strategies like summarizing questioning and making connections can empower students to become active and strategic readers This approach recognizes the need for a supportive inclusive classroom environment that encourages language development while promoting academic achievement in content areas Further research may help educators provide English learners with the tools to thrive as capable readers in secondary school Teaching Reading Comprehension to English Learners in Secondary School A Research Based Approach explores various aspects of teaching reading comprehension to English Second Language ESL learners in

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