

QUESTION 1: MULTIPLE-CHOICE QUESTIONS

Various options are provided as possible answers to the following questions. Each question has only **ONE** correct answer. Write only the letter (A–D) next to the question number (1.1–1.10) in the **ANSWER BOOK**.

- 1.1 Consider the following vector diagram:



The vector which represents the resultant of the other two, is ...

- A AB.
B AC.
C CB.
D BA. (2)
- 1.2 Two forces of magnitudes 11 N and 5 N respectively, act simultaneously on an object. Which **ONE** of the following **CANNOT** be the resultant of the two forces?
A 5 N
B 7 N
C 9 N
D 16 N (2)
- 1.3 A ball is dropped onto a concrete floor and bounces off the floor to the same height from which it was dropped. Which **ONE** of the following laws best explains why the ball experiences an upward force?
A Newton's first law of motion
B Newton's second law of motion
C Newton's third law of motion
D Newton's law of universal gravitation (2)

Physical Science National Exemplar 2013 Grade11

Bill W. Tillery



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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 Physical Science Denise Eby, 1988 Macmillan Physical Science Denise Eby, 1986 *Exploring Physical Science* Robert E. Kilburn, Walter A. Thurber, Peter S. Howell, 1970 Holt Physical Science William L. Ramsey, 1978 *Physical Science* Denise Eby, Robert B. Horton, Macmillan Publishing Company, 1988 Physical Science Bill W. Tillery, 2007 **An Introduction to Physical Science** James T. Shipman, 2000-01-01 **Oklahoma Physical Science**, 2016 Addison-Wesley Physical Science Gordon P. Johnson, Bonnie B. Barr, Michael B. Leyden, Addison-Wesley Publishing Company, 1988 **Globe Physical Science** Bryan H. Bunch, 1996 *Principles of Physical Science* Melba Phillips, Francis T. Bonner, 1967 Glencoe Physical Science Charles W. McLaughlin, Marilyn Thompson, Dinah Zike, 2012 **An Approach to Physical Science** Physical Science for Non-Science Students Project, 1966 **Holt Physical Science** Mapi M. Cuevas, Lamb, 1994 **Physical Science** National Geographic Society (U.S.), Glencoe/McGraw-Hill, 2002* **Glencoe Physical Science** / Charles W. McLaughlin, 2012 *Physical Science* Edunetics Staff, Experiences in Physical Science Michael A. Magnoli, Laidlaw Brothers, 1983

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