

- Answer ALL the questions in the same handwriting.
- Non-programmable calculator may be used.
- Appropriate mathematical instruments may be used.
- Round off your final numerical answers to a minimum of two decimal places.
- Give detailed reasons, discussions, if asked where needed.
- Write neatly and legibly.

Learner's Name

Learner's Surname

Grade

Page 1 of 5

- The following are represented by A, B and C:
- A) Amplitude, wavelength, wave length
  - B) Crest, trough, wavelength
  - C) Amplitude, wavelength, pulse length
  - D) Crest, trough, wavelength

[2 Marks]

1.5. The diagram below shows two points A and B on a wave.



Page 2 of 5

### Physical Sciences – Paper 1 (Physical)

How many wavelengths separate point A and B?

- A) 1,25      B) 1      C) 1,5      D) 3

[2 Marks]

1.6. Devices are sometimes placed under the front of a car to detect if it is equipped with the following wave...

- A) X-ray      B) Infrared light      C) Ultrasound      D) Ultra violet light

[2 Marks]

1.7. The following are an example of electromagnetic waves:

- A) Microwaves, visible light, X-rays
- B) X-rays, visible light, microwaves
- C) Microwaves, X-rays, visible light

### Physical Sciences – Paper 1 (Physical)

2.2. Identify TWO points in the graph at which the particles would be moving in the same direction.

[2 Marks]

2.3. Which point has the maximum displacement?

[1 Mark]

Calculate

2.4. The frequency of the wave produced

[2 Marks]

2.5. The wavelength of the wave produced

[1 Mark]

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**School Science Practical Work in Africa** Umesh Ramnarain, 2020-06-01 School Science Practical 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

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*Biology Education and Research in a Changing Planet* Esther Gnanamalar Sarojini Daniel, 2015-08-17 This book presents selected conference proceedings from the 25th Biennial Asian Association for Biology Education Conference It clarifies the differences between the structure of biology education for educators and researchers It solves open problems by creating a bridge between biological research and its application in education and the sustainable development of communities The book's first topic is Biology Education in an X Y Z World which provides ideas for how biology can be taught in innovative ways The second topic The Endangered Planet How can Biology Education Help discusses how humans depend on other species for survival and how they have the power to cause or to prevent extinctions The third and final topic Research in Biology encompasses the growing wealth of biological information resulting from scientific research especially in universities Educators can use these findings to enhance their teaching

Inquiry-Based Science in the Primary Classroom Garima Bansal, Umesh Ramnarain, 2023-06-20 The chapters in this book represent a cross section of research conducted in inquiry based science education at primary levels of schooling in international contexts that include school settings in Australia India Singapore South Africa Turkey Northern Ireland and the United States The book includes empirical studies on the role of inquiry based learning in advancing students conceptual understanding and modelling proficiency students understandings about the nature of scientific inquiry classroom studies on teachers enactment of inquiry based learning teachers facilitation of classroom discourse for inquiry based learning and co teaching in developing teachers in adopting an inquiry based pedagogy It was originally published as a special issue of the journal Education 3 13

**Reasoning** Mr. Rohit Manglik, 2024-08-24 A practical guide to enhancing analytical and logical reasoning abilities ideal for competitive exam



preparation      **Landfalling tropical cyclones: physical processes, forecasting and impacts** Yihong Duan, Qingqing Li, Guanghua Chen, Hui Yu, Da-Lin Zhang, Kun Zhao, 2022-12-29      *Understanding Physics Using Mathematical Reasoning* Andrzej Sokolowski, 2021-08-20 This book speaks about physics discoveries that intertwine mathematical reasoning modeling and scientific inquiry It offers ways of bringing together the structural domain of mathematics and the content of physics in one coherent inquiry Teaching and learning physics is challenging because students lack the skills to merge these learning paradigms The purpose of this book is not only to improve access to the understanding of natural phenomena but also to inspire new ways of delivering and understanding the complex concepts of physics To sustain physics education in college classrooms authentic training that would help develop high school students skills of transcending function modeling techniques to reason scientifically is needed and this book aspires to offer such training The book draws on current research in developing students mathematical reasoning It identifies areas for advancements and proposes a conceptual framework that is tested in several case studies designed using that framework Modeling Newton s laws using limited case analysis Modeling projectile motion using parametric equations and Enabling covariational reasoning in Einstein formula for the photoelectric effect represent some of these case studies A wealth of conclusions that accompany these case studies drawn from the realities of classroom teaching is to help physics teachers and researchers adopt these ideas in practice

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