

## GRADE 12 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 (1.1-1.7) on your folio paper. Example 1.8. D.

- 1.1 Which of the following pairs of compounds contains members of the same homologous series?
- A Ethanol and butane  
 B Ethanol and propanoic acid  
 C Ethanol and propanal  
 D Ethanol and butanoic acid
- 1.2 In which of the following cases would the resultant force acting on an object be equal to 0N.



- A A constant number of different ions are released.  
 B A constant number of different ions are released, but the number of different ions is not constant.  
 C An infinite number of different ions are released, but the number of different ions is not constant.  
 D An infinite number of different ions are released, but the number of different ions is constant.
- 1.3 Which of the statements below best describes Weightlessness?
- A An object is free of weight because it is not in contact with the ground.  
 B An object is free of weight because it is not in contact with the ground.  
 C An object is free of weight because it is not in contact with the ground.  
 D An object is free of weight because it is not in contact with the ground.
- 1.4 The inertia of an object...
- A is the same for all objects.  
 B is the same for all objects.  
 C is the same for all objects.  
 D is the same for all objects.

- 1.5 An astronaut has a weight  $E_E$  on Earth. What distance, in terms of the radius of the Earth ( $r$ ), will the astronaut be if his weight is a 1/4 of his weight ( $E_E$ ) on the surface of the Earth?
- A  $r$   
 B  $2r$   
 C  $4r$   
 D  $8r$

- 1.6 A box is pushed forward with a force of 100N but does not move. A possible reason for this is that:
- A The box is too heavy.  
 B The box is too light.  
 C The box is too heavy.  
 D The box is too light.
- 1.7 A box is pushed forward with a force of 100N but does not move. A possible reason for this is that:
- A The box is too heavy.  
 B The box is too light.  
 C The box is too heavy.  
 D The box is too light.

[14]

### QUESTION 2

Three organic compounds (A, B and C) with different functional groups are given below.

A: 2,3-dimethyl-2-one



C:  $\text{CH}_3\text{CH}_2\text{CH}_2\text{CH}_2\text{OH}$

- 2.1 Write down the functional group of compound A. (1)
- 2.2 Define the term functional group. (2)
- 2.3 Write down the:  
 2.3.1 IUPAC name of compound B. (2)  
 2.3.2 IUPAC name of compound C. (2)

# Physical Science Grade 12 Paper March 2014

**Oswaal Editorial Board**



## **Physical Science Grade 12 Paper March 2014:**

**CUET (UG) 20 Combined Mock Test Papers Science (PCM) Stream (English, Physics, Chemistry, Mathematics, General Test) For 2025 Exam** Oswaal Editorial Board, 2024-09-05 The Central Universities Entrance Test CUET UG has emerged as a crucial examination for students aspiring to secure admission into prestigious universities across India. With the competition intensifying each year, thorough preparation and strategic practice have become essential for success. In 2024, The Common University Entrance Test CUET had conducted the assessment test for admission to UG programme across 44 Central Universities at 354 centres in India and at 25 centres abroad. In 2024, nearly 15 lakh candidates registered for the CUET UG Exam. Oswaal Combined Mock Test Papers have been meticulously designed to simulate the syllabus and actual exam pattern issued by the NTA, ensuring that students can practice in an environment similar to the one they will face on the day of the examination. Each test paper covers a wide range of topics carefully aligned with the CUET syllabus, helping students assess their knowledge, hone their problem-solving skills, and improve their time management in the CBT test. A Hybrid mode Pen Paper CBT question paper is divided into four sections. Sections IA and IB contain language-specific questions. Section II comprises domain-related questions, and Section III contains questions on general topics. All questions are MCQ-based. This book of Combined Mock Test Papers for CUET UG aims to provide a comprehensive and well-structured resource for students preparing in various streams, including Commerce, English, Accountancy, Business Studies, Economics, and General Test, Humanities, English, History, Geography, Political Science, and General Test, Science, PCB, PCM, English, Physics, Chemistry, Biology, Mathematics, and General Test. Here's how this book benefits you: 100% updated with the Latest Solved Paper 2024 for unmatched accuracy and relevance; 20 Mock test papers, 4 sets in each subject for extensive practice; 1200 Questions approx for comprehensive coverage; Answer key with explanations to ensure in-depth concept clarity; OMR Sheet simulates the real exam experience. We believe that consistent practice and familiarity with the exam format are key to excelling in CUET UG. By working through these Mock Test Papers, students will not only build a strong foundation in their respective subjects but also develop the confidence needed to tackle the exam with ease. We hope this book serves as a valuable companion in your preparation journey. We wish all aspiring students the very best of luck in their endeavours and future academic pursuits.

Organization and Administration of Physical Education Jayne D. Greenberg, Judy L. LoBianco, 2025-03-11 The revised SHAPE America National Physical Education Standards are defining physical education PE programs, providing the framework for students' physical literacy journeys. Organization and Administration of Physical Education: Theory and Practice, Second Edition, with HKPropel Access, incorporates the revised standards, making it the text administrators need to learn how the standards affect curriculum development and implementation of a successful PE program. This edition is thoroughly updated by two award-winning educators, Jayne Greenberg and Judy LoBianco, who are joined by a sterling list of contributors who have taught at every education level in urban, suburban, and rural settings. In this

second edition the roles and responsibilities of PE administrators are examined through theoretical and practical lenses Beyond incorporating the revised PE standards and the latest research throughout other enhancements to this edition include the following An expanded technology chapter that addresses equity and the digital divide remote learning virtual and augmented reality and artificial intelligence A more comprehensive chapter on teacher and program evaluation A new chapter on social emotional learning SEL with connections between content pedagogy and practices A new chapter on diversity equity and inclusion that provides culturally responsive teaching approaches to elevate the participation of underrepresented teachers and students New content for physical education department chairpersons The result is an essential manual for future and current administrators in PE leadership positions who want to acquire new skills in the primary six areas of responsibility Part I explores leadership and management styles and presents practical theories of motivation development and planning for the essential components of a quality PE program In part II readers examine various curriculum instruction and assessment models and get guidance on planning special events Part III helps administrators plan new school facilities or renovate existing ones and it presents contemporary concepts in universal design and sustainable environmental design It also offers ideas on how to incorporate technology including developing online PE courses Part IV explores communication legal issues and human resources so administrators can learn how to advocate for their programs Part V explains the fiscal responsibilities inherent in administrative positions and shows how administrators can secure independent funding offering many examples of grants and fundraising opportunities with sample grant applications Part VI new to this edition explores the integration of content and pedagogy with SEL practices It also offers legal and practical strategies to enhance the involvement of those who are underrepresented in PE Each chapter also includes sidebars from professionals who share tips and insights on successful program implementations To further enhance practical application readers have online access to downloadable forms checklists and other supportive materials Published with SHAPE America this text offers the solid foundational theory and practices needed for today s challenges in PE administration Note A code for accessing HKPropel is included with this ebook

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Women's Under-Representation in the Engineering and Computing Professions: Fresh Perspectives on a Complex Problem Kathleen Buse, Catherine Hill, Romila Singh, 2018-06-21

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**Global Research and Education** Arturs Medvids, 2015-07-27 Selected peer reviewed papers from the 13th International Conference Inter Academia 2014 September 10-12 2014 Riga Latvia

**Understanding Employer Engagement in Education** Anthony Mann, Julian Stanley, Louise Archer, 2014-05-30 This collection focuses on employer engagement in education how it is delivered and the differentiated impact it has on young people in their progression through schooling and higher education into the labour market The focus is not narrowly on vocational or technical education or work related learning but on how employer engagement eg work experience internships careers education workplace visits mentoring enterprise education etc influences the experiences and outcomes of the broad range of young people across mainstream academic learning programmes The essays explore the different ways in which education can support or constrain social mobility and in particular how employer engagement in education can have significant impact upon social mobility both positive and negative Leading international contributors examine issues surrounding employer engagement and social mobility conceptualisations of employer engagement trends in social mobility employer engagement and social class access and management of work experience social capital and aspiration access to employment The book makes employer engagement an innovative focus in relation to the well established fields of social mobility and school to work transition By examining what difference employer engagement makes the essays raise questions about conventional models and show how research drawing on different fields and disciplines can be brought together to provide a more coherent and convincing account Building on new theorisations and combining existing and new data the collection offers a systematic exploration of the influence of socio economic status on school to work transitions and addresses how educational policy can shape more efficient labour market outcomes In doing so it draws on and speaks to existing literature which has considered such questions from the perspectives of gender ethnicity and social disadvantage

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