

## GRADE 10 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 (1.1-1.5) on your folio paper. Example 1.6. D.

- 1.1 A positively charged object has:
  - A. an attraction to metal objects.
  - B. a repulsion of all objects.
  - C. an attraction of all objects.
  - D. a repulsion of all objects.
- 1.2 Which one of the following types of electromagnetic waves has the **LONGEST** wavelength?
  - A. Radio waves
  - B. X-rays
  - C. Microwaves
  - D. Visible light
- 1.3 In which **ONE** of the following do sound waves travel the **FASTEST**?
  - A. Gases
  - B. Liquids
  - C. Solids
  - D. Vacuum
- 1.4 The SI unit for charge is the ...
  - A. Coulomb
  - B. Volt
  - C. Ohm
  - D. Ampere
- 1.5 The relationship between voltage and work done is:
  - A. Current
  - B. Directly proportional
  - C. Inversely proportional
  - D. Indirectly proportional

[10]

### QUESTION 2

Below is a representation of two waves consisting of continuous pulses. Study it carefully and answer the questions that follow.



- 2.1 Define a **pulse**. (2)
- 2.2 Identify the type of waves illustrated above as **TRANSVERSE** or **LONGITUDINAL**. (1)
- 2.3 Which one of the two waves, P or Q, has the greatest amplitude? (1)
- 2.4 For Wave Q:
  - 2.4.1 What is the magnitude of its wavelength in metres? (1)
  - 2.4.2 Write down the frequency of the wave. (1)
  - 2.4.3 Calculate the speed of the wave. (3)
- 2.5 If the waves were sent towards each other and allowed to collide,
  - 2.5.1 Write down the amplitude of the wave. (2)
  - 2.5.2 Describe the wave pattern that would be formed. (2)

[10]

### QUESTION 3

- 3.1 The diagram below shows different points on a longitudinal wave.



- 3.1.1 Point to which A, B and C?

(2)

# Physical Science Common Test 14th March 2014 Grade 1question Paper

**Oswaal Editorial Board**



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**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     Resources in Education ,1989 Serves as an index to Eric reports microform     Australian Education Index ,1980     **Poison Ivy** Evan Mandery,2025-03-18 Hailed as a staggering portrait of inequality in America Philip Dray Poison Ivy tells the bigger seedier story of how elite colleges create paths to admission available only to the wealthy despite rhetoric to the contrary In a lively and trenchant Washington Monthly account Evan Mandery a Harvard graduate and current professor at a public college that serves low and middle income students reveals how tacit agreements between exclusive Ivy plus schools and white affluent suburbs create widespread de facto segregation And as a college degree continues to be the surest route to upward mobility the inequality bred in our broken higher education system is now a principal driver of skyrocketing income inequality Mandery contrasts the lip service paid to opportunity by so many elite colleges and universities with schools that actually walk the walk Now in an accessible paperback format Poison Ivy is a no holds barred takedown Forbes that synthesizes fascinating insider information on everything from how students are evaluated unfair tax breaks and questionable fundraising practices to suburban rituals testing tutoring tuition schemes and more This bold provocative indictment of America s elite colleges shows us exactly what s at stake and what will be possible if we muster the collective will to transform it     *Mind the gap: To what extent do social, economic, and psychological factors explain underperformance in achievements assessments? Identifying interventions to narrow the gap* Marcos Cupani,Ana E. Azpilicueta,Jose Juan Gongora,Sebastian Urquijo,2023-10-06     Newspaper Index: Los Angeles Times ,1975     Fundamentals of 21st Century Neuroscience Srikanth Ramaswamy,Francisco F. De-Miguel,Chiayu Chiu,Inaki-Carril Mundinano,Nilesh Bhailalbhai Patel,Luis Lemus,Leonor Teles-Grilo Ruivo,Yoshiyuki Kubota,Matteo Feurra,Jimena Andersen,Mubarak H. Syed,Johanna Jackson,Catarina Osorio,Yves A. Dauvilliers,Alison Jane Canty,Pierre J. Magistretti,Toru Takahata,2022-02-24     *Se acabó el promedio* Todd Rose,2017-01-24 Combinando la ciencia y la historia con sus propias experiencias Rose trae a la vida la historia sin narrar de c mo llegamos a aceptar la idea cient ficamente equivocada de que se pueden usar los promedios para entender a las personas y ofrece una poderosa alternativa los tres principios de individualidad Est s por encima del promedio Es tu hijo un estudiante de primer nivel Es tu empleado una persona introvertida o extrovertida Todos los d as se nos mide con la vara de los promedios se nos juzga por lo cercanos o lejanos que estamos a ella La suposici n de que una medida que nos compara con el promedio como los escalones en el desarrollo las pruebas de personalidad los resultados estandarizados de ex menes y las evaluaciones de desempe o revela algo significativo en cuanto a nuestro potencial se encuentra tan

grabado en nuestra conciencia que pocas veces lo cuestionamos Todd Rose nos dice que esa suposición es espectacular y científicamente errónea En este libro Rose demuestra que nadie es promedio Pero aunque sabemos que los seres humanos aprendemos y nos desarrollamos de maneras distintas estos patrones exclusivos de conducta se pierden en nuestras escuelas y empresas que han sido diseñados alrededor de esa misma persona promedio Durante más de un siglo este modelo ha pasado por alto nuestra individualidad y ha sido incapaz de reconocer el talento Ha llegado la hora de cambiar esa situación Combinando la ciencia y la historia con sus propias experiencias Rose trae a la vida la historia sin narrar de cómo llegamos a aceptar la idea científicamente equivocada de que se pueden usar los promedios para entender a las personas y ofrece una poderosa alternativa los tres principios de individualidad El principio de la irregularidad el talento nunca es unidimensional el principio del contexto los rasgos son un mito y el principio de las sendas todos andamos por el camino menos recorrido nos ayudan a comprender nuestra verdadera exclusividad y la de los demás y cómo aprovechar al máximo nuestra individualidad para tener una ventaja en la vida Are you above average Is your child an A or a C student Is your employee an introvert or an extrovert Every day we are measured against the yardstick of averages judged according to how closely we resemble it or how far we deviate from it The assumption that metrics comparing us to an average like development milestones GPAs personality assessments standardized test results and performance review ratings reveal something meaningful about our potential is so ingrained in our consciousness that we rarely question it That assumption says Harvard's Todd Rose is spectacularly and scientifically wrong In The End of Average Rose shows that no one is average Not you Not your kids Not your employees or students This isn't hollow sloganeering it's a mathematical fact with enormous practical consequences But while we know people learn and develop in distinctive ways these unique patterns of behaviors are lost in our schools and businesses which have been designed around the mythical average person For more than a century this average size fits all model has ignored our individuality and failed at recognizing talent It's time to change that

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