

# PHYSICAL SCIENCES

## PAPER 1

## MAY-JUNE

## MEMO

# 2025



Figure 8 is a circuit diagram used for Question 8. The circuit is connected with the switch S closed.

1. (4 marks)
- 8.1 Calculate the potential difference across the voltmeter V.
- 8.2 Calculate the current through the 12 Ω resistor at the bottom of the circuit diagram.



9. (4 marks)
- 9.1 Calculate the magnitude of the force F.
- 9.2 Calculate the magnitude of the torque about the pivot due to the force F.



basic education

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REPUBLIC OF SOUTH AFRICA

# Physical Sciences 2june Paper Memo

**Anthony S. Fauci**



## **Physical Sciences 2june Paper Memo:**

*NASA Technical Memorandum* ,1994      *Federal Register* ,2012-06      *How We Teach Science* John L. Rudolph,2019-06-01 A former Wisconsin high school science teacher makes the case that how and why we teach science matters especially now that its legitimacy is under attack Why teach science The answer to that question will determine how it is taught Yet despite the enduring belief in this country that science should be taught there has been no enduring consensus about how or why This is especially true when it comes to teaching scientific process Nearly all of the basic knowledge we have about the world is rock solid The science we teach in high schools in particular laws of motion the structure of the atom cell division DNA replication the universal speed limit of light is accepted as the way nature works Everyone also agrees that students and the public more generally should understand the methods used to gain this knowledge But what exactly is the scientific method Ever since the late 1800s scientists and science educators have grappled with that question Through the years they've advanced an assortment of strategies ranging from the laboratory method to the five step method to science as inquiry to no method at all *How We Teach Science* reveals that each strategy was influenced by the intellectual cultural and political circumstances of the time In some eras learning about experimentation and scientific inquiry was seen to contribute to an individual's intellectual and moral improvement while in others it was viewed as a way to minimize public interference in institutional science John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and ultimately determine how science is perceived and received by the public      *Scientists in the Classroom* J. Rudolph,2002-05-02 During the 1950s leading American scientists embarked on an unprecedented project to remake high school science education Dissatisfaction with the soft school curriculum of the time advocated by the professional education establishment and concern over the growing technological sophistication of the Soviet Union led government officials to encourage a handful of elite research scientists fresh from their World War II successes to revitalize the nation's science curricula In *Scientists in the Classroom* John L Rudolph argues that the Cold War environment long neglected in the history of education literature is crucial to understanding both the reasons for the public acceptance of scientific authority in the field of education and the nature of the curriculum materials that were eventually produced Drawing on a wealth of previously untapped resources from government and university archives Rudolph focuses on the National Science Foundation supported curriculum projects initiated in 1956 What the historical record reveals according to Rudolph is that these materials were designed not just to improve American science education but to advance the professional interest of the American scientific community in the postwar period as well      **The Chemical News : and Journal of Physical Science** ,1883      **Tax Court Memorandum Decisions** Commerce Clearing House,United States. Tax Court,1968 Contains the full texts of all Tax Court decisions entered from Oct 24 1942 to date with case table and topical index      **Resources in Education** ,1988-11      *Chemical News and Journal of Physical Science* ,1883      *The Athenaeum*

,1886 **Improving Schools and Educational Systems** Alma Harris, Janet Hageman Chrispeels, 2006-04-18 School improvement has become a dominant feature of educational reform in many countries The pressure upon schools to improve performance has resulted in a wide range of improvement programmes and initiatives which can provide both inspiration and advice to everyone involved in school improvement This book draws together the most effective school improvement projects from around the world in one comprehensive text including detailed comparative analysis of a wide variety of initiatives Drawing on examples from the UK the USA Canada South Africa and Australia this book gives both an international snapshot and a coherent synthesis of initiatives that have given achievable results **Yerkes Observatory, 1892-1950** Donald E. Osterbrock, 2008-04-15 Drawing on his experience as historian of astronomy practicing astrophysicist and director of Lick Observatory Donald Osterbrock uncovers a chapter in the history of astronomy by providing the story of the Yerkes Observatory **Well Worth Saving** Laurel Leff, 2019-12-03 A harrowing account of the profoundly consequential decisions American universities made about refugee scholars from Nazi dominated Europe The United States role in saving Europe s intellectual elite from the Nazis is often told as a tale of triumph which in many ways it was America welcomed Albert Einstein and Enrico Fermi Hannah Arendt and Herbert Marcuse Rudolf Carnap and Richard Courant among hundreds of other physicists philosophers mathematicians historians chemists and linguists who transformed the American academy Yet for every scholar who survived and thrived many many more did not To be hired by an American university a refugee scholar had to be world class and well connected not too old and not too young not too right and not too left and most important not too Jewish Those who were unable to flee were left to face the horrors of the Holocaust In this rigorously researched book Laurel Leff rescues from obscurity scholars who were deemed not worth saving and tells the riveting full story of the hiring decisions universities made during the Nazi era Provided by publisher **T.C. Memorandum Decisions** United States. Tax Court, 1969 *Dental Science in a New Age* Ruth Roy Harris, 1989 **Final Report of the Advisory Committee on Weather Control**, 1958 *Final Report* United States. Advisory Committee on Weather Control, 1958 **ESSA Science and Engineering, July 31, 1965 to June 30, 1967** United States. Environmental Science Services Administration, 1968 ESSA Science and Engineering, July 13, 1965 to June 30, 1967 United States. Environmental Science Services Administration, 1968 **Final Report of the Advisory Committee on Weather Control** United States. Advisory Committee on Weather Control, 1958 **Glimpsing an Invisible Universe** Richard F. Hirsh, 1983-10-13 This book deals with the evolution of X ray astronomy during the initial phases of its development Three transformations of astronomy as a discipline are highlighted the augmentation of purely optical observations the emergence of federal funding as the dominant source of financial support and the greatly altered size and structure of the research community

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