

## 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 strong attraction to other metals.
  - C. an attraction to 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 Grade Ten 2014 First Term Question Paper

**G Thomas**



## **Physical Science Grade Ten 2014 First Term Question Paper:**

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**Resources in Education** ,1969-07     **Research in Education** ,1969-05     *Teaching and Learning STEM* Richard M. Felder,Rebecca Brent,2016-02-22 Rethink traditional teaching methods to improve student learning and retention in STEM Educational research has repeatedly shown that compared to traditional teacher centered instruction certain learner centered methods lead to improved learning outcomes greater development of critical high level skills and increased retention in science technology engineering and mathematics STEM disciplines Teaching and Learning STEM presents a trove of practical research based strategies for designing and teaching STEM courses at the university community college and high school levels The book draws on the authors extensive backgrounds and decades of experience in STEM education and faculty development Its engaging and well illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems including student resistance that might occur in the implementation The book will help you Plan and conduct class sessions in which students are actively engaged no matter how large the class is Make good use of technology in face to face online and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge skills and conceptual understanding the course is designed to teach Help students develop expert problem solving skills and skills in communication creative thinking critical thinking high performance teamwork and self directed learning Meet the learning needs of STEM students with a broad diversity of attributes and backgrounds The strategies presented in Teaching and Learning STEM don t require revolutionary time intensive changes in your teaching but rather a gradual integration of traditional and new methods The result will be continual improvement in your teaching and your students learning More information about Teaching and Learning STEM can be found at <http://educationdesignsinc.com> book including its preface foreword table of contents first chapter a reading guide and reviews in 10 prominent STEM

education journals      **Cezanne** Achim Borchardt-Hume, Gloria Groom, Caitlin Haskell, Natalia Sidlina, 2022-05-31 Evoking the sensory richness and ambitions of the beloved French artist's work through a multifaceted exploration of his art career and legacy Cezanne presents a new examination of the work of Paul Cezanne 1839-1906 across media and genres surveying his career from the varied perspectives of art historians conservation scientists and a roster of renowned contemporary painters including Etel Adnan Phyllida Barlow Paul Chan Julia Fish Ellen Gallagher Lubaina Himid Kerry James Marshall Rodney McMillian Laura Owens and Luc Tuymans Featuring wide ranging essays and a series of maps tracing Cezanne's travels across the French landscape this lavishly illustrated publication highlights the artist's favorite motifs influence on his peers and pivotal role in the development of modern art in addition to presenting state of the art technical analysis of his pigments and methods It offers a fresh look at the ways in which Cezanne driven by what he described as strong sensations sought to develop a visual language that could fully translate his intense feelings into paintings In doing so he opened up possibilities that were embraced and elaborated by artists in his time and into the present Distributed for the Art Institute of Chicago Exhibition Schedule Art Institute of Chicago May 15 September 5 2022 Tate Modern London October 5 2022 March 12 2023      *Australian Education Index* ,1980      **The Engineer** ,1906      *English Mechanic and Mirror of Science and Art* ,1884      *Dissertation Abstracts International* ,1970      **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 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 Estás por encima del promedio Es tu hijo un estudiante de primer nivel Es tu empleado una persona introvertida o extrovertida Todos los días se nos mide con la vara de los promedios se nos juzga por lo cercanos o lejanos que estamos a ella La suposición de que una medida que nos compara con el promedio como los escalones en el desarrollo las pruebas de personalidad los resultados estandarizados de exámenes y las evaluaciones de desempeño 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 diseñadas alrededor de esa mítica 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

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