

## 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 ethanoic acid  
 C Ethanol and propanal  
 D Ethanol and propanone
- 1.2 In which of the following cases would the resultant force acting on an object be equal to 0N.



- A An object moving with constant acceleration.  
 B An object moving with constant speed in a straight line.  
 C An object moving with constant speed in a circular path.  
 D An object moving with constant acceleration.
- 1.3 Which of the statements below best describes Weightlessness?
- A An object moves at constant velocity through the air.  
 B An object moves with constant velocity through the air.  
 C An object moves with constant velocity through the air.  
 D An object moves with constant velocity through the air.
- 1.4 The inertia of an object...
- A increases as the object's velocity increases.  
 B increases as the object's mass increases.  
 C increases as the object's acceleration increases.  
 D increases as the object's speed increases.

- 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  $16r$

- 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 big.  
 D The box is too small.
- 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 big.  
 D The box is too small.

[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)  
 Write down the functional group of compound B. (1)  
 Write down the functional group of compound C. (1)  
 Write down the IUPAC name of compound B. (2)

# Physical Science Paper2 Grade1final Examination 2014

**Shawn R. Simonson**



## **Physical Science Paper2 Grade1final Examination 2014:**

*POGIL* Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning *POGIL* is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The *POGIL* Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every *POGIL* classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor's role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of *POGIL* pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing *POGIL* covering the formation and effective management of student teams offering guidance on the selection and writing of *POGIL* activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The *POGIL* Project

*Reasoning* Mr. Rohit Manglik, 2024-08-24 A practical guide to enhancing analytical and logical reasoning abilities ideal for competitive exam preparation **SSC General Intelligence & Reasoning Chapter Wise**

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investment This book was originally published as a special issue of Assessment Evaluation in Higher Education

**Connecting Physics Education Research and Practice** Italo Testa, Marisa Michelini, Salvatore Esposito, 2025-08-15 This book presents a selection of the most recent research results from the Italian physics education research community aimed at enhancing the teaching and learning of physics The motivation for this publication arises from the lack of a comprehensive reference for teachers on research results in physics education Despite various physics curriculum reform initiatives such as the introduction of modern physics into high school curricula their effectiveness in improving the quality of physics teaching in schools has been limited The book offers a contextualized view of the main topics in physics education along with a comprehensive overview of the current challenges faced by physics education in Italy and abroad It also presents research findings that could potentially enhance students learning of physics Throughout the book the implications of these studies are outlined acknowledging issues and knowledge gaps that will guide future research in physics education Specifically rather than covering all the contents addressed in the physics curriculum the book presents research contributions that suggest potentially effective strategies methods and practices at different school levels from primary school to secondary school and university level Regarding physics content the book presents teaching proposals highlighting conceptual aspects and exemplary methodologies of interpretation in physics such as the physics of fluids and quantum mechanics It also includes research contributions on different methods and proposals for implementing practical activities reflecting on the role of the laboratory in learning the discipline and providing examples of integrating experimental and cognitive skills The book also addresses the role of affective variables such as physics identity self efficacy and attitudes toward physics in the learning process Additionally studies on teachers professional development are presented which can inform the design of proposals for educational paths and methods within a framework of close collaboration between schools and physics departments

**Handbook of Research on Science Learning Progressions** Hui Jin, Duanli Yan, Joseph Krajcik, 2024-07-30 Gathering contributions from leading scholars around the world this handbook offers a comprehensive resource on the most recent advances in research surrounding the theories methodologies and applications of science learning progressions Researchers and educators have used learning progressions to guide the design and alignment of curriculum instruction and assessment and to help students learn scientific knowledge and practices in a coherent and connected way across multiple years This handbook lays out the development and current state of research in this field across four sections learning progression theories and methodologies learning progressions to promote student learning teachers learning and use of learning progressions and new technology in learning progression research Featuring internationally recognized experts in learning progression research as well as up and coming voices the Handbook of Research on Science Learning Progressions offers a defining new resource for researchers teachers and teacher educators and curriculum and assessment developers in science education

**Outdoor Learning in Higher Education** Wendy

Garnham, Paolo Oprandi, 2024-08-15 Outdoor Learning in Higher Education is essential reading for educational developers and academic teachers of all disciplines interested in the theory behind and benefits of learning outdoors Filled with practical case studies and backed by recent research it provides educators with the tools needed to create an effective yet inclusive learning experience for their students beyond the lecture hall or seminar room In chapters which offer analysis discussion of current debates and advice for good practice the book is structured around five key themes Theoretical perspectives and research supporting outdoor learning Health and wellbeing benefits for learners and educators Tools and techniques for teaching outdoors including new technology Examples of effective fieldwork Crossing educational borders and implementing sustainability and the natural world into the curriculum This key book covers issues which are relevant across all disciplines in higher education including experiential learning sustainability diversity and inclusion and incorporating new technology Outdoor Learning in Higher Education develops perspectives on these and other themes while encouraging the creation of inspiring and effective learning environments

**Sustainability and Financial Services in the Digital Age** Nadia

Mansour, Lorenzo M. Bujosa Vadell, 2024-10-21 This volume examines how innovation and digital transformation impact the financial and accounting sectors Featuring selected contributions from the third Finance Accounting and Law in the Digital Age conference 2024 held at the University of Salamanca Spain the contributions of this book explore the development of digital finance and the complicated equation between financial stability the security of investors and financial consumers sustainable finance and support for innovation Climate change and the exponential growth of technology have built an explosion of financial innovation The digital revolution has recently reached the financial sector protected by a specific regulatory environment The volume describes how all areas of finance are now invested by new players who are transforming the banking and financial landscape to create a novel digital ecosystem

**Materials Science, Computer and Information Technology** S.Z. Cai, Q.F. Zhang, X.P. Xu, D.H. Hu, Y.M. Qu, 2014-07-16 Selected peer reviewed papers from the 2014 4th International Conference on Materials Science and Information Technology MSIT 2014 June 14 15 2014 Tianjin China

Handbook on the Economics and Management of Sustainable Oceans Paulo A.L.D. Nunes, Lisa Emelia

Svensson, Anil Markandya, 2017-02-24 The trans disciplinary thematic areas of oceans management and policy require stocktaking of the state of knowledge on ecosystem services being derived from coastal and marine areas Recently adopted Sustainable Development Goals SDGs especially Goals 14 and 15 explicitly focus on this This Handbook brings together a carefully chosen set of world class contributions from ecology economics and other development science and attempts to provide policy relevant scientific information on ecosystem services from marine and coastal ecosystems nuances of economic valuation relevant legal and sociological response policies for effective management of marine areas for enhanced human well being The contributors focus on the possible nexus of science society and science policy with the objective of informing on decision makers of the governmental agencies business and industry and civil society in general with respect to

sustainable management of Oceans      *Learning to Teach in the Secondary School* Susan Capel, Marilyn Leask, Sarah Younie, 2016-03-17 Learning to teach involves hard work and careful preparation To become an effective teacher requires pedagogical and subject knowledge an understanding of your pupils and how they learn and the confidence to respond to dynamic classroom situations *Learning to Teach in the Secondary School* is the market leading text for all undergraduate postgraduate and school based routes to qualified teacher status It offers an in depth and practical introduction to the knowledge skills and understanding needed to become a confident and effective teacher With a focus on evidence based practice the book includes a wealth of examples to demonstrate how to successfully apply theory to practice and how to critically analyse your practice to maximise pupil learning This 7th edition is fully updated in light of the latest initiatives evidence and research in the field offering comprehensive coverage unit by unit of the key concepts and skills addressed on initial teacher education courses in preparation for work in schools The wide range of pedagogical features support both university based work including that up to Masters Level and school based initial teacher education and are designed to help you develop those qualities that lead to good practice and a successful future in education Written by expert practitioners thirty six essential units include adopting a positive approach to managing behaviour to support learning ways pupils learn planning lessons units of work and schemes of work motivating pupils assessment inclusion and special educational needs using ICT and digital technologies pupil grouping progression and differentiation managing time workload and stress getting your first teaching post *Learning to Teach in the Secondary School* provides practical help and guidance for many of the situations and potential challenges you are faced with in school Supported by the *Learning to Teach Subjects in the Secondary School Series* it is an essential purchase for every aspiring secondary school teacher      *Bridging Research and Practice in Science Education* Eilish McLoughlin, Odilla E. Finlayson, Sibel Erduran, Peter E. Childs, 2019-08-27 This edited volume presents innovative current research in the field of Science Education The chapters deal with a wide variety of topics and research approaches conducted in a range of contexts and settings Together they make a strong contribution to knowledge on science teaching and learning The book consists of selected presentations from the 12th European Science Education Research Association ESERA Conference held in Dublin Ireland from 21st to 25th August 2017 The ESERA community is made up of professionals with diverse disciplinary backgrounds from natural sciences to social sciences This diversity enables a rich understanding of cognitive and affective aspects of science teaching and learning The studies in this book will stimulate discussion and interest in finding new ways of implementing and researching science education for the future The twenty two chapters in this book are presented in four parts highlighting innovative approaches to school science emerging identities in science education approaches to developing learning and competence progressions and ways of enhancing science teacher education This collection of studies showcases current research orientations in science education and is of interest to science teachers teacher educators and science education researchers around the world with a

commitment to bridging research and practice in science teaching and learning      **Handbook of Venous and Lymphatic Disorders** Peter Gloviczki, 2017-03-03 The Handbook of Venous Disorders first published in 1996 is a handbook for all clinicians and surgeons who are involved with the investigation evaluation or management of venous and lymphatic diseases or malformations These disorders include varicose veins venous ulcers DVT lymphedema and pulmonary embolism as well as damage to the veins through trauma or tumor growth The new edition has been completely updated to bring the book in line with current teaching practices      **Overcoming Students' Misconceptions in Science** Mageswary Karpudewan, Ahmad Nurulazam Md Zain, A.L. Chandrasegaran, 2017-02-28 This book discusses the importance of identifying and addressing misconceptions for the successful teaching and learning of science across all levels of science education from elementary school to high school It suggests teaching approaches based on research data to address students common misconceptions Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning science are also included The science education literature extensively documents the findings of studies about students misconceptions or alternative conceptions about various science concepts Furthermore some of the studies involve systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these misconceptions among high school science students These studies however are largely unavailable to classroom practitioners partly because they are usually found in various science education journals that teachers have no time to refer to or are not readily available to them In response this book offers an essential and easily accessible guide      The Web of Geological Sciences: Marion E. Bickford, 2017-09-29 The web of geological sciences Special papers 500 and 523 written in celebration of the 125th anniversary of the Geological Society of America      **Comprehensive Systematic Review for Advanced Practice Nursing, Third Edition** Cheryl Holly, Susan Salmond, Maria Saimbert, Maria Hadley Saimbert, 2021-06-12 A two time AJN Book of the Year Award winner and a 2013 Doody Core Title This distinguished text provides top tier guidance for advanced practice nurses on how to perform a comprehensive systematic review of available research to inform scholarly work particularly in DNP and PhD programs With a strategic focus on the search process and assessing the quality of the evidence this text presents clearly and comprehensively all of the knowledge and skills necessary to conduct a foundational CSR in eight concrete steps This text examines how to write a CSR proposal final report and a policy brief based on systematic review findings Two finished proposals and two completed systematic reviews demonstrate each step of the process from start to finish Additionally the text covers software used in research queries and provides helpful strategies for effectively using the search function when seeking information The Third Edition offers four new chapters with incisive recommendations for performing a CSR and addressing new ways CSR is being implemented in today's healthcare environment It describes the latest methodological advances including living systematic reviews and dominance scores for economic review Two complete CSRs along with new and updated examples throughout the book further aid readers in their



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