

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 When a certain amount of acid is added to a given amount of alkali, the reaction is complete.
 C An alkali solution turns a universal indicator from red to blue.
 D An alkali solution reacts with an acid to form a salt.
- 1.3 Which of the statements below best describes Weightlessness?
- A An object is free of weight because it is not touching the ground.
 B An object is weightless when it is in a state of free fall.
 C An object is in a state of weightlessness when it is in a state of free fall.
 D An object is in a state of weightlessness when it is in a state of free fall.
- 1.4 The inertia of an object...
- A is measured by its mass.
 B is the resistance to change in its state of motion.
 C is the resistance to change in its state of motion.
 D is the resistance to change in its state of motion.

- 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 smooth.
 D The box is too rough.
- 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 smooth.
 D The box is too rough.

[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)
- 2.2 Define the term functional group. (2)
- 2.3 Write down the IUPAC name of compound A. (2)

Physical Science Grade March 2013 Question Paper

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can I employ assessment as a positive aid to learning Including reflective questions tasks and diagrams this is essential reading for all student and practising secondary science teachers **Interest in Mathematics and Science Learning** Ann Renninger, Martina Nieswandt, Suzanne Hidi, 2015-04-19 Interest in Mathematics and Science Learning edited by K Ann Renninger Martin Nieswandt and Suzanne Hidi is the first volume to assemble findings on the role of interest in mathematics and science learning As the contributors illuminate across the volume s 22 chapters interest provides a critical bridge between cognition and affect in learning and development This volume will be useful to educators researchers and policy makers especially those whose focus is mathematics science and technology education **Making Sense of Learning** Norman Reid, Asma Amanat Ali, 2020-08-25 This textbook brings together findings from global research on teaching and learning with an emphasis on secondary and higher education The book is unique in that the content is selected in an original way and its presentation reflects the most recent research evidence related to understanding The book covers and presents themes that are based tightly on worldwide research evidence scrupulously avoiding opinion or any dependence on the personal experience of the authors The book starts by reflecting on educational research itself The four chapters that follow relate the story of the research that shows how all humans learn and the variations within that framework These chapters offer a tight framework that underpins much of the rest of the text The next four chapters look at the way school curricula are organised and how the performance of learners can be assessed They summarise the research evidence related to thinking skills and consider the importance of practical teaching This is followed by two chapters that draw from the extensive social psychology research on attitude development as it applies in education and then by two chapters that summarise the research related to major issues of controversy the performativity agenda and the issue of quality One chapter looks at the place of statistics in education The next two chapters look at the evidence that can support or undermine many typical education beliefs or myths and mirages Finally the last chapter brings it all together and looks into the future pointing to some areas where future research is likely to be helpful based on current knowledge **Global Handbook on Noncommunicable Diseases and Health Promotion** David V. McQueen, 2013-07-03 Global Handbook on Noncommunicable Diseases and Health Promotion David V McQueen editor A scan of health challenges around the globe readily brings to mind a range of infectious illnesses from HIV to influenza Yet chronic non contagious conditions heart disease asthma diabetes cancer are more prevalent and their rates soaring across the developed and developing worlds The Global Handbook on Noncommunicable Diseases and Health Promotion is an important resource for understanding and approaching chronic illnesses and their prevention This timely text balances theory and strategies to provide an integrative context for health affecting behaviors regarding tobacco use food choices and physical activity Coverage expands on current medical clinical public health perspectives arguing that closer attention to social context is crucial to better use of health resources and more relevant preventive efforts Possible roles for hospitals the workplace government agencies NGOs and other institutions are

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