

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 A constant number of different ions are released, but the number of different ions is not constant.
 C An infinite number of different ions are released, but the number of different ions is not constant.
 D An infinite number of different ions are released, but the number of different ions is constant.
- 1.3 Which of the statements below best describes Weightlessness?
- A An object is free of weight because it is not in contact with the ground.
 B An object is free of weight because it is not in contact with the ground.
 C An object is free of weight because it is not in contact with the ground.
 D An object is free of weight because it is not in contact with the ground.
- 1.4 The inertia of an object...
- A is the same for all objects.
 B is the same for all objects.
 C is the same for all objects.
 D is the same for all objects.

- 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 $8r$

- 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 heavy.
 D The box is too light.
- 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 heavy.
 D The box is too light.

[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 Paper Grade 12 March 2014

Ransford Tetteh



Physical Science Paper Grade 12 March 2014:

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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

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Landfalling tropical cyclones: physical processes, forecasting and impacts Yihong Duan, Qingqing Li, Guanghua Chen, Hui Yu, Da-Lin Zhang, Kun Zhao, 2022-12-29

Emerging Practices for Online Language Assessment, Exams, Evaluation, and Feedback Gokturk-Saglam, Asli Lidice, Sevgi-Sole, Ece, 2023-06-29. The advancement of digital tools has enabled the development of online language assessments, exams, evaluations, and feedback. Nonetheless, the language assessment literacy required of a teacher today is of a completely different kind, one that is adapted to the digital environment and altered for the pedagogical approaches of our new norm. There is a scarcity of literature addressing the challenges of in-person to online assessments, exams, evaluations, and feedback, particularly in the time of the COVID-19 education crisis. *Emerging Practices for Online Language Assessment, Exams, Evaluation, and Feedback* investigates the main challenges of online language assessment when migrating from an in-class to an online environment due to academic integrity, adaptation to the new testing environment, technical problems, and anxiety. Covering key topics such as parental involvement, self-assessment, and language learners, this premier reference source is ideal for administrators, policymakers, industry professionals, researchers, academicians, scholars, practitioners.

instructors and students **Encyclopedia of Mathematical Geosciences** B. S. Daya Sagar, Qiuming Cheng, Jennifer McKinley, Frits Agterberg, 2023-07-13 The Encyclopedia of Mathematical Geosciences is a complete and authoritative reference work. It provides concise explanation on each term that is related to Mathematical Geosciences. Over 300 international scientists, each expert in their specialties, have written around 350 separate articles on different topics of mathematical geosciences including contributions on Artificial Intelligence, Big Data, Compositional Data Analysis, Geomathematics, Geostatistics, Geographical Information Science, Mathematical Morphology, Mathematical Petrology, Multifractals, Multiple Point Statistics, Spatial Data Science, Spatial Statistics, and Stochastic Process Modeling. Each topic incorporates cross referencing to related articles and also has its own reference list to lead the reader to essential articles within the published literature. The entries are arranged alphabetically for easy access and the subject and author indices are comprehensive and extensive.

The Online Classroom Brooke B. Eisenbach, Paula Greathouse, 2018-11-01 The world of middle level education is rapidly evolving. Increasingly, online learning platforms are complementing or replacing traditional classroom settings. As students exchange classroom interaction for online collaboration, pencils for keyboards, face to face conversations for chat room texts, and traditional lessons for digital modules, it becomes apparent that teachers, schools, and administrators must identify ways to keep pace. We must identify ways to meet the needs of middle level learners within this digital context. In this volume, researchers and teachers share a variety of resources centered on the growing world of virtual education and its implications for the middle level learner, educator, and classroom.

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

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