

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 repulsion to all other metals.
 - C. an attraction to all other metals.
 - D. a repulsion to all other metals.
- 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**. (2)
- 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 will 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)

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WJ Hussar



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annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

Occupations of Federal White-collar Workers ,1960 **Scientific and Technical Aerospace Reports** ,1987 *Resources for Teaching Elementary School Science* National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution,1996-04-28

What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in *Resources for Teaching Elementary School Science* A completely revised edition of the best selling resource guide *Science for Children Resources for Teachers* this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will

help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents **CM** ,1983 *The Education Gazette of the Province of the Cape of Good Hope* Cape of Good Hope (South Africa). Education Department,1920 Resources in Education ,1997 *Bulletin* ,1917

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Table of Contents Physical Science Grade 10 Paper

1. Understanding the eBook Physical Science Grade 10 Paper
 - The Rise of Digital Reading Physical Science Grade 10 Paper
 - Advantages of eBooks Over Traditional Books
2. Identifying Physical Science Grade 10 Paper
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Physical Science Grade 10 Paper
 - User-Friendly Interface
4. Exploring eBook Recommendations from Physical Science Grade 10 Paper
 - Personalized Recommendations
 - Physical Science Grade 10 Paper User Reviews and Ratings
 - Physical Science Grade 10 Paper and Bestseller Lists
5. Accessing Physical Science Grade 10 Paper Free and Paid eBooks
 - Physical Science Grade 10 Paper Public Domain eBooks

- Physical Science Grade 10 Paper eBook Subscription Services
- Physical Science Grade 10 Paper Budget-Friendly Options
- 6. Navigating Physical Science Grade 10 Paper eBook Formats
 - ePub, PDF, MOBI, and More
 - Physical Science Grade 10 Paper Compatibility with Devices
 - Physical Science Grade 10 Paper Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Physical Science Grade 10 Paper
 - Highlighting and Note-Taking Physical Science Grade 10 Paper
 - Interactive Elements Physical Science Grade 10 Paper
- 8. Staying Engaged with Physical Science Grade 10 Paper
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Physical Science Grade 10 Paper
- 9. Balancing eBooks and Physical Books Physical Science Grade 10 Paper
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Physical Science Grade 10 Paper
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Physical Science Grade 10 Paper
 - Setting Reading Goals Physical Science Grade 10 Paper
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Physical Science Grade 10 Paper
 - Fact-Checking eBook Content of Physical Science Grade 10 Paper
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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