

GRADE 11 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 (1.1-1.6) on your folio paper. Example 1.7, D.

- 1.1 The graphs below show the relationship between the net force and the acceleration for two masses X and Y.



Which one of the following statements is true?

- A. Mass of X is greater than mass of Y.
B. Acceleration of X is greater than acceleration of Y.
C. Mass of Y is greater than mass of X.
D. The slope of X is greater than the slope of Y.
- 1.2 In which of the following cases would the resultant force acting on an object be equal to 0N?
- A. A person moving at a constant speed.
B. When the net force acting on an object is constant and not equal to zero.
C. A person accelerating from rest to a higher speed in a very short time.
D. A person moving with a constant acceleration.
- 1.3 Which of the statements below best describes Weightlessness?
- A. An object moving in a circular path at a constant speed.
B. An object moving at a constant velocity in a straight line above the ground.
C. An object moving in a circular path with a constant speed in a vertical circle.
D. An object accelerating downwards with a constant acceleration of 9.8 m/s^2 .
- 1.4 The inertia of an object ...
- A. It is a scalar quantity.
B. It depends on the speed of the object in the direction of motion.
C. It is the tendency of an object to resist a change in its state of motion.
D. It depends on the mass of the object and the force applied.
- 1.5 An astronaut has a weight F_g 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 (F_g) on the

surface of the Earth?

- A. $2r$
B. r
C. $1.5r$
D. $0.5r$
- 1.6 A box is pushed forward with a force of 100N but does not move. A possible reason for this is that:
- A. Friction force is greater than 100N.
B. Friction force is more than 100N.
C. Friction force is less than 100N.
D. None of the above.

[14]

QUESTION 2

The grade 11 learners learn that there is more than one way to determine the resultant of two vectors. One way is the component method. They want to use this method to find the resultant of the forces acting on a bucket by the ropes from which the bucket is suspended. The bucket is stationary.

- 2.1 Find the resultant. (2)
- 2.2 The tension in rope P is 100N at an angle of 30° to the vertical and the tension in Q is 51,52N at 45° to the vertical.



Calculate the **MAGNITUDE** of the:

- 2.2.1 Resultant components of P and Q horizontally. (4)
2.2.2 Resultant components of P and Q vertically. (4)
2.2.3 Resultant of the horizontal components. (5)
2.2.4 Resultant of the vertical components. (5)
2.2.5 Resultant of the forces acting on the bucket. (5)
- 2.3 Calculate the mass of the bucket. (3)

[14]

Physical Science March2013 Paper Grade 11

Memorandum

JR Anderson



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Federal Register, 2013-09 **Handbook of Accessible Instruction and Testing Practices** Stephen N. Elliott, Ryan J. Kettler, Peter A. Beddow, Alexander Kurz, 2018-03-08 The Second Edition of this handbook provides comprehensive coverage of the concept of accessibility and its application to the design and implementation of instruction and tests with all students. It updates and expands on its original contents and responds to the increasing demand for research based evidence of accessible instruction and testing practices from the professional community. Chapters explore how outcomes are affected when essential features or components of instructional materials and tests are not accessible to any portion of the student population. The handbook addresses the new set of Standards for Educational and Psychological Testing that was published in 2014 as well as requirements for a high level of access for all interim and summative tests by national testing consortiums. In addition, the handbook describes how the Center for Applied Special Technology CAST has continued to advance Universal Design for Learning UDL principles in mainstream education with teachers of all types of students, not just students with disabilities. Topics featured in this text include: A summary of U.S. policies that support inclusive assessment for students with disabilities; An overview of international policies that support inclusive assessments; Designing, developing, and implementing an accessible computer based national assessment system; Universal Design for Learning UDL principles and the future of assessment; Recent advancements in the accessibility of digitally delivered educational assessments. The Handbook of Accessible Instruction and Testing Practices Second Edition is an essential reference for researchers, practitioners, and graduate students in education and allied disciplines including child and school psychology, assessment, testing, and evaluation, social work, and education policy and politics. PISA 2015 Assessment and Analytical Framework Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving OECD, 2017-08-31 What is important for citizens to know and be able to do? The OECD Programme for International Student Assessment PISA seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills. PISA 2015 Assessment and Analytical Framework Science, Reading, Mathematic and Financial Literacy OECD, 2016-04-19 What is important for citizens to know and be able to do? The OECD Programme for International Student Assessment PISA seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills.

Psychology in Everyday Life David G. Myers, 2014-01-20 David Myers' briefest introduction to psychology speaks to all students regardless of their background or level of preparedness with no assumptions made in the vocabulary, examples, or presentation. Students of all kinds are comfortable with Myers' manageable chapters which include careful connections to associated visuals, comparative tables, and research based pedagogy. For this edition, there is something completely new to a Myers text. David Myers personally selected new coauthor Nathan DeWall's enthusiasm for teaching and writing about psychological science makes him uniquely suited to join the world's bestselling psychology textbook author. And with about 30

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