



PHYSICAL SCIENCES (CHEMISTRY)
GRADE 11 TERM 3 FORMAL EXPERIMENT - PART 2

TIME: 1 HOUR

VERIFICATION OF BOYLE'S LAW
INDIVIDUAL WORK (should be done under strict supervision).

1. Write a scientific report which must include the following:

1.1 Aim

(1)

1.2 Apparatus and method

(5)

2. Observations and Recording of results (Copy the table below onto your book or sheet of paper and transfer the results you recorded when conducting the experiment). Calculate pV for each set of results and record your answers in the table.

Volume (V) cm^3	Pressure (p) kPa		pV (J)

(6)

3. Analysis of the results:

3.1 Identify the following variables for the experiment:

- Independent
- Dependent
- Controlled

(3)

3.2 Use the graph paper provided by your teacher to draw graphs of V versus p and V versus $\frac{1}{p}$.

(18)

4. Conclusion

4.1 Examine the results in your table as well as the two graphs you have drawn, what happens to the volume of the gas in the tube as the pressure is decreased.

(1)

4.2 Write down a conclusion for this experiment.

(3)

5

Questions and discussion:

5.1 Explain why you have to wait for a few minutes before you can take readings.

(2)

5.2 Explain the relationship between pressure and volume in terms of the kinetic theory of gases.

(4)

Physical Science Grade 11 2014 Exemplar

Various



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Physical Science Mr. Rohit Manglik, 2024-07-15 EduGorilla Publication is a trusted name in the education sector committed to empowering learners with high quality study materials and resources Specializing in competitive exams and academic support EduGorilla provides comprehensive and well structured content tailored to meet the needs of students across various streams and levels *X-kit Fet G11 Phys Science Physics* Long, C, 2009 *X-kit Fet G11 Phys Science Chemist* Clive Long, 2010 **Exemplars of Curriculum Theory** Arthur K. Ellis, 2014-01-09 This book crosses the divide between theoreticians and practitioners by demonstrating how curriculum theories and models are applied in classrooms today It ties together broad educational theories such as progressivism essentialism perennialism etc curriculum models characterized as learner centered society centered or knowledge centered and exemplars of curriculum theories and models such as Reggio Emilia Core Knowledge the International Baccalaureate etc *Rubrics for Assessing Student Achievement in Science Grades K-12* Hays B. Lantz, 2004-02-06 I recommend *Rubrics for Assessing Student Achievement in Science Grades K 12* to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria *Rubrics for Assessing Student Achievement in Science Grades K 12* is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance **Mathematics and Science Achievement of U. S. Fourth- and Eighth-Grade Students in an International Context** Patrick Gonzales, 2010-02 The 2007 Trends in International Math and Science Study TIMSS is the 4th administration since 1995 of this international comparison It is used to measure over time the math and science knowledge and skills of 4th and 8th graders TIMSS is designed to align broadly with math and science curricula in the participating countries This report focuses on the performance of U S students relative to that of their peers in other countries in 2007 and on changes in math and science

achievement since 1995 Thirty six countries or educational jurisdictions participated at grade 4 in 2007 while 48 participated at grade 8 This report also describes additional details about the achievement of U S student sub populations Extensive charts tables and graphs *Comparing science content in the National Assessment of Educational Progress (NEAP) 2000 and Trends in International Mathematics and Science Study (TIMSS) 2003 assessments technical report.* ,2006 *School Science Practical Work in Africa* Umesh Ramnarain,2020-06-01 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research informed practices on school science practical work The book highlights trends and patterns in the enactment and role of practical work across African countries Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry based learning which signals a definite paradigm shift from the traditional teacher dominated to a learner centered approach The book provides empirical research on approaches to practical work contextual factors in the enactment of practical work and professional development in teaching practical work This book will be of great interest to academics researchers and post graduate students in the fields of science education and educational policy *Routledge Library Editions: Education Mini-Set O Teaching and Learning 14 vols* Various,2021-12-02 Originally published between 1973 and 1993 the 14 books in this set discuss a number of themes such as policy practice and evaluation in schools dealing with disruptive behaviour issues regarding the teaching of arts and sciences ethnographic studies of life in primary and secondary schools and critical events in teaching and learning **Current And Advanced Researches In Science And Math Education I** Tayfun Tutak,2024-05-03 **Seeing Science Through the Eyes of Canadian Teachers and Learners** Christine D. Tippet, **Sample Tests of Illinois Goals in Science** ,1993 **Studying the Sciences, Physics - Grades 10-12** Donnette Davis, **Science Teaching in Schools** Great Britain: Parliament: House of Lords: Science and Technology Committee,2006-11-05 The Committee s report examines science and mathematics teaching in secondary schools in England focusing on the following issues the take up of science and mathematics at GCSE and A level the provision of careers advice to students problems in the recruitment and retention of teachers the quality of teaching methods and the role of continuing professional development The Committee finds that effective science teaching in schools is essential both in order to ensure a satisfactory general level of scientific literacy in society and to enable the next generation of scientists and engineers to progress into higher education and beyond It argues that the current examination system forces students to study an excessively narrow range of subjects at too early an age and it recommends that the Government should reconsider the Tomlinson proposals for a broader diploma based system for 14 19 year old students based on the International Baccalaureate This would ensure that students receive a more rounded education and are not made to over specialise before they are able to see the merits of studying science and mathematics Concerns are also raised about the shortage of science

teachers particularly specialist physics and chemistry teachers the quality of careers advice in schools and the importance of practical science in schools **School and Society** James McKeen Cattell, Raymond Walters, 1916 *Leading With Data* Ellen Goldring, Mark Berends, 2008-09-17 Goldring and Berends provide practical and strategic counsel on what data should be collected how data can be productively analyzed and who should be involved Their book positions this advice deftly in research on leadership and organizational change As school leaders confront the challenges of meeting the needs of all students through continuous school improvement they will find this book an essential resource Willis D Hawley Professor of Education and Public Policy University of Maryland A comprehensive practical guide to using data effectively for school improvement For any educator focused on enhancing student outcomes and schoolwide performance results knowing how to collect appropriate data isn't necessarily enough Understanding how to analyze and use data as a pathway to improvement is the key This comprehensive hands-on guidebook discusses the essential statistical and assessment information that principals need to know what types of data to look at how to analyze the information and how to use what they've learned to make critical choices for teaching and learning Full of examples and recommendations this book illustrates proactive strategies for collecting data and generating change while focusing on other measures of learning and school organization including data about professional development allocation of resources family involvement and community standards Part of the Leadership for Learning series this resource Provides leaders with support in developing and sustaining schoolwide capacity for continuous improvement Links data-based decision making with accountability issues and shared mission and goals Includes numerous examples and cases a glossary school improvement template sample forms and data tools *Leading With Data* demonstrates how administrators can apply knowledgeable analysis of meaningful data for continuous sustainable and significant school improvement **Transformative Practices in Secondary School Science Classrooms** Loyiso Currell Jita, 1999 **School and Society**, 1916 **STEM and Social Justice: Teaching and Learning in Diverse Settings** Cheryl B. Leggon, Michael S. Gaines, 2017-06-06 This volume focuses on selected innovative programs designed to augment the science engineering engineering and mathematics STEM workforce through increasing and enhancing the participation of under-represented groups The programs span the STEM career pathway primary secondary and tertiary education and professional development and socialization in the United States South Africa and New Zealand Similarities as well as differences between and among programs across nations will be systematically analyzed for lessons learned The conceptualization for this volume developed over the past several years during various international conferences starting in Havana Cuba in 2006 and continuing at meetings in Japan 2014 South Africa 2013 and 2015 and New Zealand 2015 ...

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