

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 ethanoic acid
 C Ethanol and propanoic acid
 D Ethanol and ethene
- 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 involved.
 B A new element is formed and the original reactants are destroyed.
 C An electron has been gained or lost in the reaction.
 D At least one molecule is oxidised.
- 1.3 Which of the statements below best describes Weightlessness?
- A An object is free of weight and floats in the air.
 B An object is free of weight and floats in the air.
 C An object is free of weight and floats in the air.
 D An object is free of weight and floats in the air.
- 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 $8r$

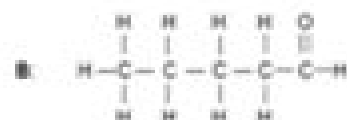
- 1.6 A box is pushed forward with a force of 100N but does not move. A possible reason for this is that:
- A The box is too heavy.
 B The box is too light.
 C The box is too heavy.
 D The box is too light.
- 1.7 A box is pushed forward with a force of 100N but does not move. A possible reason for this 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 C and name the cation to form such a variety of organic compounds. (2)
- 2.2 Define the term functional group. (2)
- 2.3 Write down the:
 2.3.1 IUPAC name of compound A. (2)
 2.3.2 IUPAC name of compound B. (2)

Physical Science Grade March 2013 Question Paper

JS Bruner



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Science (Physics-1) 2022-23 TGT/PGT/LT YCT Expert Team , 2022 23 TGT PGT LT Science Physics 1 Chapter wise Solved Papers

Creating Project-Based STEM Environments Jennifer Wilhelm,Ronald Wilhelm,Merryn Cole,2019-02-05 This book models project based environments that are intentionally designed around the United States Common Core State Standards CCSS 2010 for Mathematics the Next Generation Science Standards NGSS Lead States 2013 for Science and the National Educational Technology Standards ISTE 2008 The primary purpose of this book is to reveal how middle school STEM classrooms can be purposefully designed for 21st Century learners and provide evidence regarding how situated learning experiences will result in more advanced learning This Project Based Instruction PBI resource illustrates how to design and implement interdisciplinary project based units based on the REAL Realistic Explorations in Astronomical Learning Unit 1 and CREATES Chemical Reactions Engineered to Address Thermal Energy Situations Unit 2 The content of the book details these two PBI units with authentic student work explanations and research behind each lesson including misconceptions students might hold regarding STEM content pre post research results of unit implementation with over 40 teachers and thousands of students In addition to these two units there are chapters describing how to design one s own research based PBI units incorporating teacher commentaries regarding strategies obstacles overcome and successes as they designed and implemented their PBI units for the first time after learning how to create PBI STEM Environments the REAL way

Research, Policymaking, and Innovation Yan Wang,Gábor Halász,Ainat Guberman,Ahmed Baghdady,Oded Mcdossi,2023-04-05 This book presents an update on teacher and education development research policymaking and innovation within the Belt and Road Countries It illustrates cases from 18 Belt and Road countries Albania Cambodia China Hungary India Israel Kazakhstan Kyrgyzstan Lithuania Malaysia Mongolia Qatar Russia Singapore Sri Lanka Syria Tajikistan and Turkey It identifies regularities and patterns of teacher development in the context of education development and explores the characteristics of education policy and practice of the Belt and Road countries It will be of interest to all researchers educators and policymakers involved in teacher development and or education development

Science Education for the Future Norman Reid,Khaled Ahmed Al-Madani,Fatheyah Mahmood Al-Ahmadi,2025-04-01 This book draws on the wealth of worldwide research into science education to establish a set of key principles for teaching secondary science It considers the aims of science education and the themes and topics that should be included in the curriculum and how these can be effectively taught and assessed in a variety of contexts Offering a framework for the training and professional development of science teachers the chapters answer key questions such as How can I help my students to make sense of difficult areas in my subject What is meant by understanding and how can I help my students achieve it Is it possible to teach scientific thinking and how can I do it What about learner attitudes when they are sometimes negative What are the different ways to teach in the sciences that are effective How can I make learning in the laboratory more efficient and

effective How 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 analyzed as is the potential for addressing larger underlying health factors e g inequities and poverty at the societal level Topics covered include The nature of causality beyond traditional evidence Learning from the social sciences in chronic disease health promotion Contextual factors in health and illness Understanding and applying a social determinants of health framework for addressing NCDs Public health NCDs health promotion and business partnering NCDs and civil society a history and a roadmap As the authors of the Global Handbook on Noncommunicable Diseases and Health Promotion make abundantly clear opportunities are as numerous as the issues and researchers and graduate students in global public health health promotion and chronic disease epidemiology will find these chapters positive and realistic p

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The Routledge Handbook of Religion, Politics and Ideology Jeffrey Haynes, 2021-08-14 This comprehensive handbook examines relationships between religion politics and ideology with a focus on several world religions Christianity Islam Buddhism Hinduism and Judaism in a variety of contexts regions and countries Relationships between religion politics and ideology help mould people s attitudes about the way that political systems both domestically and internationally are organised and operate While conceptually separate religion politics and ideology often become intertwined and as a result their relationships evolve over time This volume brings together a number of expert contributors who explore a wide range of topical and controversial issues including gender nationalism communism fascism populism and Islamism Such topics inform the overall aim of the handbook to provide a comprehensive summary of the relationships between religion politics and

ideology including basic issues and new approaches This handbook is a major research resource for students researchers and professionals from various disciplinary backgrounds including religious studies political science international relations and sociology

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