

PHYSICAL SCIENCE (PHSC-112)

GRADE 11 - WEEK 1-10

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1. What do you call the solid formed when a liquid solution is allowed to stand still for a long amount of time. ans. Precipitate
2. What is the proper term for catalysts involved in biological processes? ans.Enzymes
3. What is the term for the energy responsible for the variations in the reaction rates of chemical processes? answer:activation energy
4. What property of a material describes the compactness of the arrangement of its molecules? ans:Density
5. Identify the kind of change wherein the product is the same as the reactants. ANSWER:physical change
6. In which type of covalent bonding are the shared electrons shared congruently throughout the molecule? answer:nonpolar
7. What do you call the ability of a substance to chemically combine with other compounds? answer:Reactivity
8. Fill in the blank: The _____ property of a substance can be observed without changing the substance. answer:physical
9. What type of covalent compound is there a slight difference in the electric charge between the opposite sides of the molecule? answer:polar covalent compound
10. Identification: This factor in a reaction rate is a consequence of the kinetic energy of the reactant molecules? wrong answer aka dito.
11. What kind of chemical bond involves the sharing of electrons between two atoms? answer:covalent bond
- 12.What is the component of a chemical reaction that is present at its start? answer:reactant
- 13.Identification: Two different atoms may or may not have this type of covalent bonding. answer:polar covalent bonding
14. _____covalent bond does not have an equal sharing of electrons. answer:Polar
15. What kind of change results to the production of a material that is entirely different from the reactants? answer:chemical change
16. Identification: This is another term used to refer to covalent compounds. answer:molecular compound
- 17.Identification: This refers to the speed of a chemical process. answer:reaction rate
- 18.Which atom is more positive than the other in a molecule of dihydrogen oxide? answer: hydrogen atom
- 19.Identification: These compounds are highly soluble in water. answer:ionic compounds
- 20.Identification: These properties can be detected using your senses. answer:Physical properties
- 21.What type of compound is formed by the sharing of electrons? answer:Covalent compound
- 22.covalent bonding exists between two identical atoms. answer: nonpolar
23. Identification: This is the force that exists between the molecules of a compound. answer: Intermolecular force
24. What is the term for the property that makes it capable of being hammered into thin sheets? answer:malleability
25. In a water molecule, which atom is more frequented by the shared electrons? answer:oxygen
- 26.Identify the substance that hastens chemical reactions? answer:catalyst
27. In a _____ type of covalent bonding, there is equal sharing of electrons between the atoms. answer: nonpolar
- 28.What type of covalent bonding is characterized by the incongruent sharing of electrons between the

Physical Science Grade 112 Syllabus

Tobias Bleicker



Physical Science Grade 112 Syllabus:

Resources in Education ,1997 **International Conference on Science Education 2012 Proceedings** Baohui Zhang,Gavin W. Fulmer,Xiufeng Liu,Weiping Hu,Shujin Peng,Bing Wei,2014-05-06 This book contains papers presented at the International Conference on Science Education 2012 ICSE 2012 held in Nanjing University Nanjing China It features the work of science education researchers from around the world addressing a common theme Science Education Policies and Social Responsibilities The book covers a range of topics including international science education standards public science education and science teacher education It also examines how STEM education has dominated some countries science education policy ways brain research might provide new approaches for assessment how some countries are developing their new national science education standards with research based evidence and ways science teacher educators can learn from each other Science education research is vital in the development of national science education policies including science education standards teacher professional development and public understanding of science Featuring the work of an international group of science education researchers this book offers many insightful ideas experiences and strategies that will help readers better understand and address challenges in the field Chemical News and Journal of Physical Science ,1890 Reasoning in Physics L. Viennot,2007-05-08 For a meaningful understanding of physics it is necessary to realise that this corpus of knowledge operates in a register different from natural thought This book aims at situating the main trends of common reasoning in physics with respect to some essential aspects of accepted theory It analyses a great many research results based on studies of pupils and students at various academic levels involving a range of physical situations It shows the impressive generality of the trends of common thought as well as their resistance to teaching The book s main focus is to underline to what extent natural thought is organised As a result of this mapping out of trends of reasoning some suggestions for teaching are presented these have already influenced recent curricula in France This book is intended for teachers and teacher trainers principally but students can also benefit from it to improve their understanding of physics and of their own ways of reasoning **The Chemical News and Journal of Physical Science** ,1889 *Secondary School Science Teaching Practices* Horatio Seymour Fowler,1964 **Title Index, ERIC ED Accessions File** ERIC Processing and Reference Facility,1966 **Research in Education** ,1973 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1977 *Physics for You* Keith Johnson,2001 The most popular series for GCSE has been updated to offer comprehensive coverage of the revised GCSE specifications Physics for You has been updated in line with the revised National Curriculum requirements Comprehensive Assessment Report ,1997 **Current Index to Journals in Education** ,1989 **Proceedings of the High School Conference of ...** Horace Adelbert Hollister,1910 **Proceedings of the High School Conference** ,1910 **Proceedings of the High School Conference of November 1910-November 1931** ,1910 **Report on Public Instruction** Madras (India : State). Education Department,1897 **El-Hi textbooks in**

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 - Chapter 1: Introduction to Physical Science Grade 112 Syllabus
 - Chapter 2: Essential Elements of Physical Science Grade 112 Syllabus
 - Chapter 3: Physical Science Grade 112 Syllabus in Everyday Life
 - Chapter 4: Physical Science Grade 112 Syllabus in Specific Contexts
 - Chapter 5: Conclusion
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3. In chapter 2, this book will delve into the foundational concepts of Physical Science Grade 112 Syllabus. This chapter will elucidate the essential principles that must be understood to grasp Physical Science Grade 112 Syllabus in its entirety.
4. In chapter 3, this book will examine the practical applications of Physical Science Grade 112 Syllabus in daily life. This chapter will showcase real-world examples of how Physical Science Grade 112 Syllabus can be effectively utilized in everyday scenarios.
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This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Physical Science Grade 112 Syllabus.

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