



GRADE 9 NATURAL SCIENCES NOVEMBER EXAMINATION

SECTION A QUESTION 1

1.1 Various options are provided as answers to the following questions. Choose

the correct answer and write ONLY the LETTER(A-D) next to the QUESTION NUMBER (1.1.1-1.1.10) on your answer sheet, for example 1.1.11 D.

1.1.1 If cells are added in parallel the total voltage will...

- A Increase
- B Decrease
- C Remain the same
- D Increase then decrease

1.1.2 Why do we use copper in our house's wiring?

- A Good insulator
- B Good and cheap conductor
- C Good, but expensive conductor
- D Good and cheap insulator

1.1.3 The energy conversion that takes place in a cell:

- A chemical → electrical → kinetic
- B electrical → chemical → kinetic
- C chemical → electrical
- D chemical → kinetic

1.1.4 Koeberg is this type of power station:

- A Coal
- B Hydroelectricity
- C Nuclear
- D Solar

1.1.5 An example of a wet cell:

- A torch
- B radios
- C car battery
- D toys

1.1.6 Example of converting wasted energy to useful energy:

- A Filament lightbulbs
- B Heating elements
- C Buzzers
- D Electrical motors

1.1.7 As the altitude increase the ... will decrease.

- A Temperature
- B Mass
- C Density
- D Distance

1.1.8 Which of the following is NOT a greenhouse gas?

- A CH₄
- B water vapour
- C H₂O
- D carbon dioxide

1.1.9 The reason why thicker wires offer lower resistance is...

- A there is less space for protons to move.
- B there is more space for the protons to move.
- C there is less space for the electrons to move.
- D there is more space for the electrons to move.

1.1.10 Factor that affects the magnitude of gravitational force:

- A Mass
- B Weight
- C Height
- D None of the above.

(10x1)

1.2 Provide the correct TERM for the following descriptions. Write ONLY the correct

TERM next to the QUESTION NUMBER (1.2.1-1.2.7) on your answer sheet.

1.2.1 Solution that can conduct electricity

Grade 9 Natural Science Exemplars

Umesh Ramnarain



Grade 9 Natural Science Exemplars:

Miracle of Education Hannele Niemi,Auli Toom,Arto Kallioniemi,2012-03-24 Finnish pupils success in international student assessment tests is a hot topic everywhere in the world The significance of Finnish educational policy and society are continuously discussed This book provides explanations answers and reflections to these questions Over 30 expert authors have contributed to this book by bringing their own specific research based viewpoints to these issues The book describes the wholeness of the Finnish educational system on both structural and administrative levels It introduces the framing factors and societal conditions of education in Finland It also explains how the Finnish educational system and teacher education function in everyday life The book illustrates how teaching and learning of different subjects is realized in Finnish schools and describes the essential characteristics and methods of teaching learning materials and research on these issues The book provides important insight and reflections to international researchers teachers students journalists and policy makers who are interested in teaching and learning in Finnish schools It shows the results of the systematic and persistent work that has been done on education and schooling in Finland The main features of education in Finland Strong equity policy Teachers as autonomous and reflective academic experts Flexible educational structures and local responsibility for curriculum development Evaluation for improvements not for ranking No national testing no inspectorate Research based teacher education Teachers high competence in content knowledge and pedagogy Trust in education and teachers

Making it comparable David Waddington,Peter Nentwig,Sascha Schanze,2007 One of the most significant developments in school education in recent years has been the development and introduction of standards a subject of considerable controversy This book is the result of a symposium held in Kiel a symposium that was arranged by two leading science education groups one at IPN Leibniz Institute for Science Education at the University of Kiel in Germany and the other at the University of York UK The seminar brought together experts from 15 countries These countries include those that have extensive experience with the effects of standards on the educational system on individual schools and teachers and on students Other reports concern countries which are introducing them shortly and yet others on countries that are in the early stages of development of standards 11 are from Europe and the others are from Australia Israel Taiwan and the U S The book is divided into three parts In Part A two of the organizers set the scene describing the reasons for arranging the symposium and outlining the preparations and the work done at the meeting Part B contains 17 reports from the 15 countries and in Part C there are two summaries analysing the conclusions taken from two different vantage points The controversies surrounding standards remain However this book gives a succinct and authoritative overall account of the advantages and disadvantages of their introduction taken from the experiences of many countries *Greening Curriculum Guidance*

UNESCO,2024-06-01 **Transparency in Assessment - Exploring the Influence of Explicit Assessment Criteria**

Anders Jönsson,Frans Prins,2019-04-03 In many schools and higher education institutions it has become common practice to

share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions

Disaster risk reduction in school curricula: case studies from thirty countries, 2012 *Natural Science Teaching in Great Britain* Arthur Jay Klein, Glen Levin Swiggett, John Dorsey Wolcott, Mary Burchard Orvis, Peter Henry Pearson, United States. Bureau of Education, United States. Office of Education. Statistical Division, Walter Alexander Montgomery, Walton Simon Bittner, William Orr, 1919

Approaches and Strategies in Next Generation Science Learning Khine, Myint Swe, 2013-01-31 Approaches and Strategies in Next Generation Science Learning examines the challenges involved in the development of modern curriculum models teaching strategies and assessments in science education in order to prepare future students in the 21st century economies This comprehensive collection of research brings together science educators researchers and administrators interested in enhancing the teaching and learning of next generation science Accessing the General Curriculum Victor Nolet, Margaret J. McLaughlin, 2005-06-01 Give your students access to the general curriculum and find better ways to assess their progress How is your special education curriculum impacted by the requirements of IDEA and NCLB How can you improve student learning and retention to positively influence assessment results What methods are available for determining your students present level of performance In this second edition of the best selling Accessing the General Curriculum Nolet and McLaughlin provide updated frameworks and strategies with invaluable examples and flowcharts for fitting special education into the frameworks created by national standards and assessments This invaluable resource provides K 12 educators with the support necessary to produce expected results from every learner The authors begin with far reaching legal implications and connect them with individual students to show teachers how to Use curriculum as a map

for guiding students toward achievement Understand learning research as a bridge to the learning teaching connection Relate each student s disability to his or her academic performance Design alternate assessment tools and curriculum Link goals objectives and benchmarks to state assessment criteria Affording special education students accommodations and modifications to their individual curriculum will improve their performance enhance your ability to help them advance and ultimately improve the evaluation of their progress throughout their academic career

The Palgrave Handbook of Textbook Studies Eckhardt Fuchs, Annekatrin Bock, 2018-04-04 This volume examines the present status and future trends of textbook studies Cutting edge essays by leading experts and emerging scholars explore the field s theories methodologies and topics with the goal of generating debate and providing new perspectives The Georg Eckert Institute s unique transdisciplinary focus on international textbook research has shaped this handbook which explores the history of the discipline the production processes and contexts that influence textbooks the concepts they incorporate how this medium itself is received and future trends The book maps and discusses approaches based in cultural studies as well as in the social and educational sciences in addition to contemporary methodologies used in the field The book aims to become the central interdisciplinary reference for textbook researchers students and educational practitioners

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

STEM Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2014-12-31

This reference brings together an impressive array of research on the development of Science Technology Engineering and Mathematics curricula at all educational levels Provided by publisher

Knowledge for Justice Tor Halvorsen, Hilde Ibsen, 2017-11-28 With the adoption of the United Nations Sustainable Development Goals SDGs and the Paris Agreement the purpose of development is being redefined in both social and environmental terms Despite pushback from conservative forces change is accelerating in many sectors To drive this transformation in ways that bring about social environmental and economic justice at a local national regional and global levels new knowledge and strong cross regional networks capable of foregrounding different realities needs and agendas will be essential In fact the power of knowledge matters today in ways

that humanity has probably never experienced before placing an emphasis on the roles of research academics and universities In this collection an international diverse collection of scholars from the southern African and Nordic regions critically review the SDGs in relation to their own areas of expertise while placing the process of knowledge production in the spotlight In Part I the contributors provide a sober assessment of the obstacles that neo liberal hegemony presents to substantive transformation In Part Two lessons learned from NorthSouth research collaborations and academic exchanges are assessed in terms of their potential to offer real alternatives In Part III a set of case studies supply clear and nuanced analyses of the scale of the challenges faced in ensuring that no one is left behind This accessible and absorbing collection will be of interest to anyone interested in NorthSouth research networks and in the contemporary debates on the role of knowledge production The Southern AfricanNordic Centre SANORD is a network of higher education institutions that stretches across Denmark Finland Iceland Norway Sweden Botswana Namibia Malawi South Africa Zambia and Zimbabwe Universities in the southern African and Nordic regions that are not yet members are encouraged to join

Knowledge for Justice Tor Halvorsen,Hilde Ibsen,2017-11-28 With the adoption of the United Nations Sustainable Development Goals SDGs and the Paris Agreement the purpose of development is being redefined in both social and environmental terms Despite pushback from conservative forces change is accelerating in many sectors To drive this transformation in ways that bring about social environmental and economic justice at a local national regional and global levels new knowledge and strong cross regional networks capable of foregrounding different realities needs and agendas will be essential In fact the power of knowledge matters today in ways that humanity has probably never experienced before placing an emphasis on the roles of research academics and universities In this collection an international diverse collection of scholars from the southern African and Nordic regions critically review the SDGs in relation to their own areas of expertise while placing the process of knowledge production in the spotlight In Part I the contributors provide a sober assessment of the obstacles that neo liberal hegemony presents to substantive transformation In Part Two lessons learned from NorthSouth research collaborations and academic exchanges are assessed in terms of their potential to offer real alternatives In Part III a set of case studies supply clear and nuanced analyses of the scale of the challenges faced in ensuring that no one is left behind This accessible and absorbing collection will be of interest to anyone interested in NorthSouth research networks and in the contemporary debates on the role of knowledge production The Southern AfricanNordic Centre SANORD is a network of higher education institutions that stretches across Denmark Finland Iceland Norway Sweden Botswana Namibia Malawi South Africa Zambia and Zimbabwe Universities in the southern African and Nordic regions that are not yet members are encouraged to join

Representations of Nature of Science in School Science Textbooks Christine McDonald,Fouad Abd-El-Khalick,2017-04-21 Bringing together international research on nature of science NOS representations in science textbooks the unique analyses presented in this volume provides a global perspective on NOS from elementary to college level and discusses the practical

implications in various regions across the globe Contributing authors highlight the similarities and differences in NOS representations and provide recommendations for future science textbooks This comprehensive analysis is a definitive reference work for the field of science education ENC Focus ,2000 Standards for K-12 Engineering Education? National Research Council,Committee on Standards for K-12 Engineering Education,2010-10-28 The goal of this study was to assess the value and feasibility of developing and implementing content standards for engineering education at the K 12 level Content standards have been developed for three disciplines in STEM education science technology and mathematic but not for engineering To date a small but growing number of K 12 students are being exposed to engineering related materials and limited but intriguing evidence suggests that engineering education can stimulate interest and improve learning in mathematics and science as well as improve understanding of engineering and technology Given this background a reasonable question is whether standards would improve the quality and increase the amount of teaching and learning of engineering in K 12 education The book concludes that although it is theoretically possible to develop standards for K 12 engineering education it would be extremely difficult to ensure their usefulness and effective implementation This conclusion is supported by the following findings 1 there is relatively limited experience with K 12 engineering education in U S elementary and secondary schools 2 there is not at present a critical mass of teachers qualified to deliver engineering instruction 3 evidence regarding the impact of standards based educational reforms on student learning in other subjects such as mathematics and science is inconclusive and 4 there are significant barriers to introducing stand alone standards for an entirely new content area in a curriculum already burdened with learning goals in more established domains of study

International Handbook of Research on Multicultural Science Education Mary M. Atwater,2022-06-30 This handbook gathers in one volume the major research and scholarship related to multicultural science education that has developed since the field was named and established by Atwater in 1993 Culture is defined in this handbook as an integrated pattern of shared values beliefs languages worldviews behaviors artifacts knowledge and social and political relationships of a group of people in a particular place or time that the people use to understand or make meaning of their world each other and other groups of people and to transmit these to succeeding generations The research studies include both different kinds of qualitative and quantitative studies The chapters in this volume reflect differing ideas about culture and its impact on science learning and teaching in different K 14 contexts and policy issues Research findings about groups that are underrepresented in STEM in the United States and in other countries related to language issues and indigenous knowledge are included in this volume **Resources in Education** ,2001-04 Developing the Hall of Human Origins Shelley L. Smith,2024-09-10 This book focuses on the development of the National Museum of Natural History s David H Koch Hall of Human Origins As one of the most visited human evolution exhibits in the world and the largest such exhibit in the United States it has tremendous influence on public perception and knowledge of human evolution The chapters explore how this exhibit came

about how it has changed since opening and the associated educational and public outreach activities of members of the Smithsonian s Human Origins Program The author uses the term adaptive resilience to describe a central theme of the exhibit our species adaptation to changing environments as a key feature of our success and to refer to the resilience of Richard B Potts in creating his vision for the hall Contextual sections situate the hall s development within the history of paleoanthropology the politics of evolution and climate change and African contributions The book will be of particular interest to scholars of anthropology and museum studies as well as the history of science and science communication

Encyclopedia of Earth and Space Science Timothy M. Kusky, Katherine E. Cullen, 2010 Provides a comprehensive reference for Earth and space sciences including entries on climate change stellar evolution tsunamis renewable energy options and mass wasting

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