

GRADE 10 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 (1.1-1.5) on your folio paper. Example 1.6. D.

- 1.1 A positively charged object has:
 - A Particular president
 - O ALTONOMIC TO STATE
 - C Anti-
 - D. Association Controls
- 1.2 Which one of the following types of electromagnetic waves has the LONGEST wavelength?
 - A CONTRACTOR
 - Acres de la companya della companya de la companya de la companya della companya
 - C. Marine
 - 0
- 1.3 In which CNE of the following-do sound waves travel the FASTEST?
 - A Section
 - A
 - 0
 - 0
- 1.4 The Shunit for charge is the ...
 - 4 4
 - 8
 - 0.00
 - 0
- 1.5 The relationship between voltage and work done is:
 - A COUNTY
 - 8 Premiorary South
 - Provide transmit
 - bleating said

000

QUESTION 2

Below is a representation of two waves consisting of continuous pulses. Study it carefully and answer the questions that follow.



- 2.1 Define a pube.
 - 2 Identify the type of waves illustrated above as Till
- the free file of the second for the second
- 2.3 Which one of the two waves, P or Q, has the greatest amplitude? (1)
- 2.4 For Wave Q:
 - 2.3.1 What is the magnitude of its wavelength in metes? (1)
 - 232 State Remember of Facility (f)
 - 233 Control Control
- 2.5 If the waves were sent towards each other and allowed to collide.
 - 251 representatively a

QUESTION 3:

3.1 The diagram below shows different points on a longitudinal wave.



Att Both then by 2 7 -- 17

(3)

Grade 1march 2014 Physical Science Question Paper And Memorandum

Anthony S. Fauci

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How We Teach Science John L. Rudolph, 2019-06-01 A former Wisconsin high school science teacher makes the case that how and why we teach science matters especially now that its legitimacy is under attack Why teach science The answer to that guestion will determine how it is taught Yet despite the enduring belief in this country that science should be taught there has been no enduring consensus about how or why This is especially true when it comes to teaching scientific process Nearly all of the basic knowledge we have about the world is rock solid. The science we teach in high schools in particular laws of motion the structure of the atom cell division DNA replication the universal speed limit of light is accepted as the way nature works Everyone also agrees that students and the public more generally should understand the methods used to gain this knowledge But what exactly is the scientific method Ever since the late 1800s scientists and science educators have grappled with that guestion Through the years they ve advanced an assortment of strategies ranging from the laboratory method to the five step method to science as inquiry to no method at all How We Teach Science reveals that each strategy was influenced by the intellectual cultural and political circumstances of the time In some eras learning about experimentation and scientific inquiry was seen to contribute to an individual s intellectual and moral improvement while in others it was viewed as a way to minimize public interference in institutional science John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and ultimately determine how science is perceived and received by the public All Physcience 1 Patrick Pillay, South Africa. Department of Internal Affairs, 1983 **Physical** Science Educational Support Services Trust (South Africa), 1993 Physical science Educational Support Services Trust (South Africa). Matriculation Programme, 1994 Physical Science, 1999-11-01 Physical Science ,1981 Physical Science South Africa. Department of Education, 2010

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