

GRADE 10 PHYSICAL SCIENCES MARCH TEST

QUESTION 1

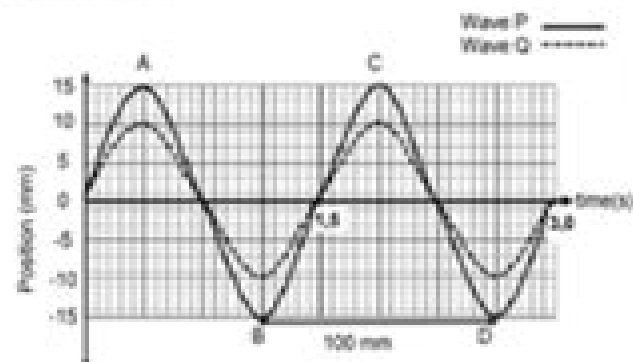
Various options are provided as possible answers to the following questions. Choose the correct answer and write **ONLY** the LETTER (A-D) next to the QUESTION NUMBER (1.1-1.5) on your folio paper. Example 1.6. D.

- 1.1 A positively charged object has:
 - A. An attraction to metal.
 - B. An attraction to all matter.
 - C. An attraction to electrons.
 - D. A repulsion of electrons.
- 1.2 Which one of the following types of electromagnetic waves has the **LONGEST** wavelength?
 - A. Radio waves
 - B. X-rays
 - C. Microwaves
 - D. Visible light
- 1.3 In which **ONE** of the following do sound waves travel the **FASTEST**?
 - A. Gases
 - B. Liquids
 - C. Solids
 - D. Vacuum
- 1.4 The SI unit for charge is the ...
 - A. Coulomb
 - B. Volt
 - C. Ohm
 - D. Ampere
- 1.5 The relationship between voltage and work done is:
 - A. Current
 - B. Directly proportional
 - C. Inversely proportional
 - D. Indirectly proportional

[10]

QUESTION 2

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

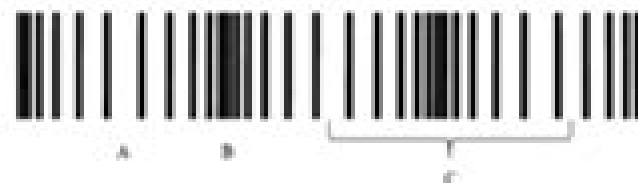


- 2.1 Define a **pulse**. (2)
- 2.2 Identify the type of waves illustrated above as **TRANSVERSE** or **LONGITUDINAL**. (2)
- 2.3 Which one of the two waves, P or Q, has the greatest amplitude? (1)
- 2.4 For Wave Q:
 - 2.4.1 What is the magnitude of its wavelength in metres? (1)
 - 2.4.2 What is the frequency of the wave? (1)
 - 2.4.3 Calculate the wave speed. (3)
- 2.5 If the waves were sent towards each other and allowed to collide:
 - 2.5.1 What would be the amplitude of the wave? (2)
 - 2.5.2 Describe the wave speed. (2)

[10]

QUESTION 3

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



- 3.1.1 Point to which A, B and C?

(2)

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RJ Alexander



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Making it tangible. Learning outcomes in science education Sascha Bernholt,Knut Neumann,Peter Nentwig,2012 One of the central features in current educational reforms is a focus on learning outcomes Many countries have established or revised standards to describe what teachers are supposed to teach and students are expected to learn More recently the emphasis has shifted to considerations of how standards can be operationalized in order to make the outcomes of educational efforts more tangible This book is the result of a symposium held in Kiel that was arranged by two science education groups one at the IPN Leibniz Institute for Science and Mathematics Education at the University of Kiel in Germany and the other at the University of York UK The seminar brought together renowned experts from 12 countries with different notions of the nature and quality of learning outcomes The aim was to clarify central conceptions and approaches for a better understanding among the international science education community The book is divided into five parts In Part A the organizers set the scene describing the rationale for arranging the symposium Part B provides a broad overview about different approaches challenges and pitfalls on the road to the clarification of meaningful

and fruitful learning outcomes The set of papers in Part C provides deep insights into different although comparable approaches which aim to frame to assess and to promote learning and learning outcomes in science education Smaller projects are presented as well as broad coordinated national programs The papers in Part D outline the individual historical development from different national perspectives reflecting the deficits and problems that led to current reforms Finally a summary of the organizers analyses the conclusions from different vantage points **Research in Education** ,1974

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