

GRADE 11 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 (1.1-1.6) on your folio paper. Example 1.7, D.

- 1.1 The graphs below show the relationship between the net force and the acceleration for two masses X and Y.



Which one of the following statements is true?

- A. A heavy object has more mass.
B. A heavy object has more weight.
C. A heavy object has more inertia.
D. The heavy object has a smaller acceleration.
- 1.2 In which of the following cases would the resultant force acting on an object be equal to 0N?
- A. A heavy object is falling freely.
B. A heavy object is falling with a constant downward acceleration.
C. A heavy object is falling with a constant downward velocity.
D. A heavy object is falling with a constant downward acceleration.
- 1.3 Which of the statements below best describes Weightlessness?
- A. An object is falling freely with a constant downward acceleration.
B. An object is falling with a constant downward acceleration.
C. An object is falling with a constant downward velocity.
D. An object is falling with a constant downward acceleration.
- 1.4 The inertia of an object...
- A. is a measure of its mass.
B. is a measure of its weight.
C. is a measure of its volume.
D. is a measure of its density.
- 1.5 An astronaut has a weight F_g 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 (F_g) on the

surface of the Earth?

- A. $2r$
B. r
C. $1/2r$
D. $1/4r$

- 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 big.
D. The box is too small.

[14]

QUESTION 2

The grade 11 learners learn that there is more than one way to determine the resultant of two vectors. One way is the component method. They want to use this method to find the resultant of the forces acting on a bucket by the ropes from which the bucket is suspended. The bucket is stationary.

- 2.1 Draw the free-body diagram.

(2)

- 2.2 The tension in rope P is 100N at an angle of 30° to the vertical and the tension in Q is 51,52N at 45° to the vertical.



Calculate the MAGNITUDE of the:

- 2.2.1 Horizontal components of P and Q respectively.
2.2.2 Vertical components of P and Q respectively.
2.2.3 Resultant of the horizontal components.
2.2.4 Resultant of the vertical components.
2.2.5 Resultant of the forces acting on the bucket.

(4)

(4)

(5)

(5)

(5)

- 2.3 Calculate the mass of the bucket.

(3)

[14]

Grade Physical Science March Question Paper 24

Rachel Sandford



Grade Physical Science March Question Paper 24:

Chemical News and Journal of Physical Science William Crookes, James H. Gardiner, Gerald Druce, H. W. Blood-Ryan, 1905
The Chemical News : and Journal of Physical Science ,1905 *Chemical News and Journal of Physical Science* ,1905
Resources in Education ,2000 Research in Education ,1974 **Resources in Education** ,1996 Report of a Workshop on the Pedagogical Aspects of Computational Thinking National Research Council, Division on Engineering and Physical Sciences, Computer Science and Telecommunications Board, Committee for the Workshops on Computational Thinking, 2011-09-05 In 2008 the Computer and Information Science and Engineering Directorate of the National Science Foundation asked the National Research Council NRC to conduct two workshops to explore the nature of computational thinking and its cognitive and educational implications The first workshop focused on the scope and nature of computational thinking and on articulating what computational thinking for everyone might mean A report of that workshop was released in January 2010 Drawing in part on the proceedings of that workshop Report of a Workshop of Pedagogical Aspects of Computational Thinking summarizes the second workshop which was held February 4 5 2010 in Washington D C and focuses on pedagogical considerations for computational thinking This workshop was structured to gather pedagogical inputs and insights from educators who have addressed computational thinking in their work with K 12 teachers and students It illuminates different approaches to computational thinking and explores lessons learned and best practices Individuals with a broad range of perspectives contributed to this report Since the workshop was not intended to result in a consensus regarding the scope and nature of computational thinking Report of a Workshop of Pedagogical Aspects of Computational Thinking does not contain findings or recommendations **Teaching Strategies** Donald C. Orlich, 1985 Teaching Strategies is an introductory core text known for its down to earth practical help on the most commonly used classroom teaching strategies and tactics including lesson planning questioning and small group and cooperative learning strategies Part 2 begins with a new chapter on the holistic nature of the instructional process which serves as a foundation to chapters on instructional goals design sequencing management instructional alignments and assessment Reflection Boxes pose questions and challenges that require active student participation including doing Internet searches to explore topics and find resources 2017 / 2018 ASVAB For Dummies Rod Powers, Angie Papple Johnston, 2017-04-10 Offers an in depth view of each of the ASVAB s nine subtests with plenty of practice questions exercises and strategies for boosting performance and scores in key areas **tyhe educational times** ,1878 **Chicago Schools Journal** ,1919 **The Journal of Education** Thomas Williams Bicknell, Albert Edward Winship, Anson Wood Belding, 1901 **Illinois Education** ,1961 *Proposed Canadian National Railway Company Acquisition of the Elgin, Joliet & Eastern Railway Company* ,2008 **Engineering News and American Railway Journal** ,1894 **Political Science Reading Lists and Course Outlines** ,1981
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