

GRADE 12 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 (1.1-1.7) on your folio paper. Example 1.8. D.

- 1.1 Which of the following pairs of compounds contains members of the same homologous series?
- A Ethanol and butane
 B Ethanol and ethanoic acid
 C Ethanol and propanal
 D Ethanol and propanone
- 1.2 In which of the following cases would the resultant force acting on an object be equal to 0N.



- A A constant number of electrons in the outer shell.
 B A constant number of protons in the nucleus.
 C An element that undergoes a gradual change in its properties.
 D An element that forms a variable number of compounds.
- 1.3 Which of the statements below best describes Weightlessness?
- A An object in free fall experiences a force that is equal to the weight.
 B An object in free fall experiences a force that is equal to the weight.
 C An object in free fall experiences a force that is equal to the weight.
 D An object in free fall experiences a force that is equal to the weight.
- 1.4 The inertia of an object...
- A is a measure of the object's mass.
 B is a measure of the object's velocity.
 C is a measure of the object's acceleration.
 D is a measure of the object's displacement.

- 1.5 An astronaut has a weight E_E 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 (E_E) on the surface of the Earth?
- A r
 B $2r$
 C $4r$
 D $8r$

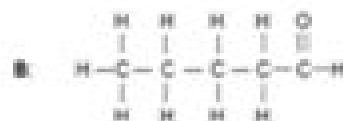
- 1.6 A box is pushed forward with a force of 100N but does not move. A possible reason for this is that:
- A The box is too heavy.
 B The box is too light.
 C The box is too smooth.
 D The box is too rough.
- 1.7 A box is pushed forward with a force of 100N but does not move. A possible reason for this is that:
- A The box is too heavy.
 B The box is too light.
 C The box is too smooth.
 D The box is too rough.

[14]

QUESTION 2

Three organic compounds (A, B and C) with different functional groups are given below.

A: 2,3-dimethyl-2-one



C: $\text{CH}_3\text{CH}_2\text{CH}_2\text{CH}_2\text{OH}$

- 2.1 Write down the functional group of compound A. (1)
 Write down the functional group of compound B. (1)
 Write down the functional group of compound C. (1)
- 2.2 Define the term functional group. (2)
- 2.3 Write down the IUPAC name of compound B. (2)

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Wenbin Ji



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Report[s]. Great Britain. Royal Commission on Scientific Instruction and the Advancement of Science,1873 **Bulletin** ,1944 *The Bookseller* ,1905 Reports from Commissioners Great Britain. Parliament. House of Commons,1875

Teaching Children Science Sally Gregory Kohlstedt,2010-05-15 In the early twentieth century a curriculum known as nature study flourished in major city school systems streetcar suburbs small towns and even rural one room schools This object based approach to learning about the natural world marked the first systematic attempt to introduce science into elementary education and it came at a time when institutions such as zoos botanical gardens natural history museums and national parks were promoting the idea that direct knowledge of nature would benefit an increasingly urban and industrial nation The definitive history of this once pervasive nature study movement TeachingChildren Science emphasizes the scientific pedagogical and social incentives that encouraged primarily women teachers to explore nature in and beyond their classrooms Sally Gregory Kohlstedt brings to vivid life the instructors and reformers who advanced nature study through on campus schools summer programs textbooks and public speaking Within a generation this highly successful hands on approach migrated beyond public schools into summer camps afterschool activities and the scouting movement Although the rich diversity of nature study classes eventually lost ground to increasingly standardized curricula Kohlstedt locates its legacy in the living plants and animals in classrooms and environmental field trips that remain central parts of science education today **Resources in Education** ,2001 **Nuclear Science Abstracts** ,1966 **U.S. Geological Survey**

Professional Paper ,1968 *NASA Technical Memorandum* ,1979 Bulletin of the Atomic Scientists ,1997-07 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world The Digest Information and Education Division,1943 Science News-letter ,1963 *Appendix to Journals of Senate and Assembly Nevada (Terr.). Legislative Assembly*,1917 **Scientific and Technical Aerospace Reports** ,1989

New England Journal of Education ,1897 Journal of Education ,1891 The Journal of Education Thomas Williams Bicknell,Albert Edward Winship,Anson Wood Belding,1876 **Papers R.P.** ,1963 Breaking Point Rebecca Schwartz Greene,2023-01-03 WINNER SOCIETY FOR MILITARY HISTORY DISTINGUISHED BOOK AWARDS FIRST BOOK This book informs the public for the first time about the impact of American psychiatry on soldiers during World War II Breaking Point is the first in depth history of American psychiatry in World War II Drawn from unpublished primary documents oral histories and the author s personal interviews and correspondence over years with key psychiatric and military policymakers it begins with Franklin Roosevelt s endorsement of a universal Selective Service psychiatric examination followed by Army and Navy pre and post induction examinations Ultimately 2 5 million men and women were rejected or discharged from military service on neuropsychiatric grounds Never before or since has the United States

engaged in such a program In designing Selective Service Medical Circular No 1 psychiatrist Harry Stack Sullivan assumed psychiatrists could predict who might break down or falter in military service or even in civilian life thereafter While many American and European psychiatrists questioned this belief and huge numbers of American psychiatric casualties soon raised questions about screening s validity psychiatric and military leaders persisted in 1942 and 1943 in endorsing ever tougher screening and little else Soon families complained of fathers and teens being drafted instead of being identified as psychiatric 4Fs and Blacks and Native Americans among others complained of bias A frustrated General George S Patton famously slapped two malingering neuropsychiatric patients in Sicily a sentiment shared by Marshall and Eisenhower though they favored a tamer style Yet psychiatric rejections evacuations and discharges mounted While psychiatrist Roy Grinker and a few others treated soldiers close to the front in Tunisia in early 1943 this was the exception But as demand for manpower soared and psychiatrists finally went to the field and saw that combat itself not predisposition precipitated breakdown leading military psychiatrists switched their emphasis from screening to prevention and treatment But this switch was too little too late and slowed by a year long series of Inspector General investigations even while numbers of psychiatric casualties soared Ironically despite and even partly because of psychiatrists wartime performance plus the emotional toll of war postwar America soon witnessed a dramatic growth in numbers popularity and influence of the profession culminating in the National Mental Health Act 1946 But veterans with PTSD not recognized until 1980 were largely neglected

Teaching at Its Best Linda B. Nilson, 2016-07-18 The classic teaching toolbox updated with new research and ideas Teaching at Its Best is the bestselling research based toolbox for college instructors at any level in any higher education setting Packed with practical guidance proven techniques and expert perspectives this book helps instructors improve student learning both face to face and online This new fourth edition features five new chapters on building critical thinking into course design creating a welcoming classroom environment helping students learn how to learn giving and receiving feedback and teaching in multiple modes along with the latest research and new questions to facilitate faculty discussion Topics include new coverage of the flipped classroom cutting edge technologies self regulated learning the mental processes involved in learning and memory and more in the accessible format and easy to understand style that has made this book a much valued resource among college faculty Good instructors are always looking for ways to improve student learning With college classrooms becoming increasingly varied by age ability and experience the need for fresh ideas and techniques has never been greater This book provides a wealth of research backed practices that apply across the board Teach students practical real world problem solving Interpret student ratings accurately Boost motivation and help students understand how they learn Explore alternative techniques formats activities and exercises Given the ever growing body of research on student learning faculty now have many more choices of effective teaching strategies than they used to have along with many more ways to achieve excellence in the classroom Teaching at Its Best is an invaluable toolbox for refreshing your approach and providing the

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