

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. Mass of X is greater than mass of Y.
B. Acceleration of X is greater than acceleration of Y.
C. Mass of Y is greater than mass of X.
D. The slope of X is greater than the slope of Y.
- 1.2 In which of the following cases would the resultant force acting on an object be equal to 0N?
- A. A person moving at a constant speed.
B. When the net force acting on an object is constant and not equal to zero.
C. A person accelerating from rest to a constant velocity.
D. A person moving with a constant acceleration.
- 1.3 Which of the statements below best describes Weightlessness?
- A. An object moving in a circular path at a constant speed.
B. An object moving at a constant velocity in a straight line.
C. An object moving in a circular path with a constant velocity.
D. An object moving in a circular path with a constant acceleration.
- 1.4 The inertia of an object...
- A. Is greater in a vacuum than in air.
B. Depends on the speed of the object.
C. Is the resistance to any change in its state of motion.
D. Depends on the mass of the object.
- 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. $1.5r$
D. $1.2r$
- 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 friction force is greater than 100N.
B. The friction force is less than 100N.
C. The normal force is less than 100N.
D. None of the above.

[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 Find the resultant. (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 Resultant components of P and Q horizontally. (4)
2.2.2 Resultant components of P and Q vertically. (4)
2.2.3 Resultant of the horizontal components. (5)
2.2.4 Resultant of the vertical components. (5)
2.2.5 Resultant of the forces acting on the bucket. (5)
- 2.3 Calculate the mass of the bucket. (3)

[14]

Grade Physical Science March Question Paper 2014

Yijin Wang



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Women's Under-Representation in the Engineering and Computing Professions: Fresh Perspectives on a Complex Problem Kathleen Buse, Catherine Hill, Romila Singh, 2018-06-21 Understanding the many complexities that define gender inequality has been described by researchers as a grand challenge. Novel insights, innovation, a broader community to conduct research and to ascertain effective interventions are essential in the challenge to create organizations that are gender equal. As such, this Research Topic in *Frontiers in Psychology* addresses the underrepresentation of women in engineering and computing as a complex but solvable problem. This Research Topic seeks to inform the global community about advances in understanding the underrepresentation of women in engineering and computing with a focus on what enables change. Further, this Topic will promote fresh perspectives, innovative methodologies, and mixed method approaches important to accelerating the pace of change. *Report Series: Committee on Astronomy and Astrophysics* National Academies of Sciences, Engineering, and Medicine, Division on Engineering and Physical Sciences, Board on Physics and Astronomy, Space Studies Board, Committee on Astronomy and Astrophysics, 2017-06-08 The 2010 astronomy and astrophysics decadal survey *New Worlds, New Horizons in Astronomy and Astrophysics* laid out an exciting portfolio of recommended activities to guide the agencies' research programs over the period 2012–2021. The newly constituted Committee on Astronomy and Astrophysics (CAA) is tasked with monitoring the progress of the survey's recommended priorities. The CAA met in conjunction with Space Science Week 2017 in Washington, D.C. on March 28–30, 2017. This was the first meeting at which the CAA could produce a report and in advance of that meeting, the CAA received a question from NASA about an upcoming Small Explorer (SMEX) mission call. This report addresses whether there may or may not be sufficient compelling science motivations for a SMEX-sized mission to justify a SMEX Announcement of Opportunity (AO) in 2018 or 2019 as is currently planned. **Complex Problem Solving Beyond the Psychometric Approach** Wolfgang Schoppek, Joachim Funke, Magda Osman, Annette Kluge, 2018-09-28 Complex problem solving (CPS) and related topics such as dynamic decision making (DDM) and complex dynamic control (CDC) represent multifaceted psychological phenomena. In a broad sense, CPS encompasses learning, decision making, and acting in complex and dynamic situations. Moreover, solutions to problems that people face in such situations are often generated in teams or groups. This adds another layer of complexity to the situation itself because of the emerging issues that arise from the social dynamics of group interactions. This framing of CPS means that it is not a single construct that can be measured by using a particular type of CPS task, e.g., minimal complex system tests, which is a view taken by the psychometric community. The proposed approach taken here is that because CPS is multifaceted, multiple approaches need to be taken to fully capture and understand what it is and how the different cognitive processes associated with it complement each other. Thus, this Research Topic is aimed at showcasing the latest work in the fields of CPS as well as DDM and CDC that takes a holistic approach to investigating and theorizing about these abilities. The collection of articles encompasses conceptual

approaches as well as experimental and correlational studies involving established or new tools to examine CPS DDM and CDC This work contributes to answering questions about what strategies and what general knowledge can be transferred from one type of complex and dynamic situation to another what learning conditions result in transferable knowledge and skills and how these features can be trained **The Connecticut School Journal** ,1874 **The Routledge Handbook of Religion, Politics and Ideology** Jeffrey Haynes,2021-08-14 This comprehensive handbook examines relationships between religion politics and ideology with a focus on several world religions Christianity Islam Buddhism Hinduism and Judaism in a variety of contexts regions and countries Relationships between religion politics and ideology help mould people s attitudes about the way that political systems both domestically and internationally are organised and operate While conceptually separate religion politics and ideology often become intertwined and as a result their relationships evolve over time This volume brings together a number of expert contributors who explore a wide range of topical and controversial issues including gender nationalism communism fascism populism and Islamism Such topics inform the overall aim of the handbook to provide a comprehensive summary of the relationships between religion politics and ideology including basic issues and new approaches This handbook is a major research resource for students researchers and professionals from various disciplinary backgrounds including religious studies political science international relations and sociology Physical Science South Africa. Department of Education,2010 Physical Science ,1994 **All Physcience 1** Patrick Pillay,South Africa. Department of Internal Affairs,1983 *Physical Science* ,1981 Physical Science Natal (South Africa). Education Department,Independent Examinations Board,1996 **Physical Science** Western Cape (South Africa). Education Department,1997 *Physical Science Workbook* ,1995 **Physical Science** KwaZulu-Natal (South Africa). Department of Education,Western Cape (South Africa). Education Department,1997 *Physical Science* ,2003 Ready-to-use Physical Science Activities for Grades 5-12 Mark J. Handwerker,1999 *Exploring Matter and Energy, Grades 6-12* Globe Fearon,1999-01-01 **Study Guide to Physical Science** Leon Horn,Benjamin du Preez Brink,Ronald Colin Jones,1989 **Physical Science for Progress** Milton O. Pella,1970 *Physical science investigations* Charles Lester Bickel,Neal D. Eigenfeld,John Clarence Hogg,1973 Introduction to Physical Science Standardized Test Practice, SE McGraw-Hill Education,2004-07-09

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gouvernement de saisir des biens sans inculper quiconque d'un crime la loi a également étendu le rapport ctr à toute transaction supérieure à 10 000 usd et pas seulement en espèces

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