

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. Mass of X is less than mass of Y.
C. Mass of X is equal to mass of Y.
D. The mass of X cannot be determined from the graph.
- 1.2 In which of the following cases would the resultant force acting on an object be equal to 0N?
- A. A car moving with constant acceleration.
B. A ball falling from the sky to the ground with constant acceleration.
C. A car moving with constant velocity on a straight road.
D. A car moving with constant acceleration.
- 1.3 Which of the statements below best describes Weightlessness?
- A. An object moving upwards with a constant velocity.
B. An object moving upwards with a constant acceleration.
C. An object moving upwards with a constant velocity or downwards with a constant acceleration.
D. An object moving upwards with a constant acceleration or downwards with a constant velocity.
- 1.4 The inertia of an object...
- A. Is greater in space than on Earth.
B. Depends on the speed of the object in space.
C. Is the resistance to any change in its state of motion.
D. Depends on the mass of the object in space.
- 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. $0.5r$
- 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 equal to 100N.
B. The friction force is less than 100N.
C. The friction force is more 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 Draw the force 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. (4)
2.2.2 Vertical components of P and Q respectively. (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 2014 Physical Science Term Question Paper

Mary Ann Curran



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STEM Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources,2014-12-31 This reference brings together an impressive array of research on the development of Science Technology Engineering and Mathematics curricula at all educational levels Provided by publisher

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The Journal of Education Thomas Williams Bicknell,Albert Edward Winship,Anson Wood Belding,1876

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 abroad 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 holist 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

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