

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 higher speed in a short time.
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 above the ground.
C. An object moving in a circular path with a constant speed in a vertical circle.
D. An object accelerating downwards with a constant acceleration of 9.8 m/s^2 .
- 1.4 The inertia of an object ...
- A. It is a scalar quantity.
B. It depends on the speed of the object in the direction of motion.
C. It is the tendency of an object to resist a change in its state of motion.
D. It depends on the mass of the object and the force applied.
- 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 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 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. (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]

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Zhe Xu



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Sandhu,2025-09-24 Grade Booster CBSE Previous Years Solved Examination Papers 2014 to 2020 Class 10 This book provides a comprehensive collection of CBSE Class 10 Previous Years Question Papers 2014 2020 with fully worked out solutions Designed to help students understand the latest examination trends it highlights important questions recurring topics and step by step solutions A valuable tool for self practice revision and time management this book enables learners to assess their preparedness and boost confidence before the final exam **5 Steps to a 5 AP Physics B, 2014 Edition** Greg

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(English Core, Physics, Chemistry & Biology) (Set of 5 Books) (For Board Exams 2024) Oswaal editorial board,2023-09-26 DESCRIPTION OF THE PRODUCT 100% Updated with the Latest CBSE Board Paper 2023 Valuable Exam Insights with Out of Syllabus Questions highlighted Concept Clarity with Topper s and Board Marking Scheme Answers Crisp revision with Mind Maps and Revision Notes Fresh Relevant with 2024 CBSE SQP Fully Solved Analysed Insider Tips Techniques with On Tips Notes Mind Maps Mnemonics Exam Ready to Practice with 10 Highly Probable SQPs with Actual Board Answer sheets

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Porter, Hiroki Sayama, Lori Sheetz, Stephen Miles Uzzo, 2018-10-22 Around the globe there is an increasingly urgent need to provide opportunities for learners to embrace complexity to develop the many skills and habits of mind that are relevant to today's complex and interconnected world and to make learning more connected to our rapidly changing workplace and society. This presents an opportunity to 1 leverage new paradigms for understanding the structure and function of teaching and learning communities and 2 to promote new approaches to developing methods, curricular materials and resources. Network science, the study of connectivity, can play an important role in these activities both as an important subject in teaching and learning and as a way to develop interconnected curricula. Since 2010, an international community of network science researchers and educators has come together to raise the global level of network literacy by applying ideas from network science to teaching and learning. Network Science in Education, which refers to both this community and to its activities, has evolved in response to the escalating activity in the field of network science and the need for people to be able to access the field through education channels. Network Science In Education: Transformational Approaches in Teaching and Learning appeals to both instructors and professionals while offering case studies from a wide variety of activities that have been developed around the globe, the creation of entirely new courses and degree programs, tools for K-20 learners, teachers and the general public, and in-depth analysis of selected programs. As network-based pedagogy and the community of practice continues to grow, we hope that the book's readers will join this vibrant network education community to build on these nascent ideas and help deepen the understanding of networks for all learners. **Handbook of Research on Science**

Education Norman G. Lederman, Dana L. Zeidler, Judith S. Lederman, 2023-03-17 Volume III of this landmark synthesis of research offers a comprehensive state-of-the-art survey highlighting new and emerging research perspectives in science education. Building on the foundations set in Volumes I and II, Volume III provides a globally minded up-to-the-minute survey of the science education research community and represents the diversity of the field. Each chapter has been updated with new research and new content, and Volume III has been further developed to include new and expanded coverage on astronomy and space education, epistemic practices related to socioscientific issues, design-based research, interdisciplinary and STEM education, inclusive science education, and the global impact of nature of science and scientific inquiry literacy. As with the previous volumes, Volume III is organized around six themes: theory and methods of science education research, science learning, diversity and equity, science teaching, curriculum and assessment, and science teacher education. Each chapter presents an integrative review of the research on the topic it addresses, pulling together the existing research, working to understand historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty, scholars, and graduate students, and pointing towards future directions of the field, **Handbook of Research on Science Education Research Volume III** offers an

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