

- Answer ALL the questions in the same handwriting.
- Non-programmable calculators may be used.
- Appropriate mathematical instruments may be used.
- Round off your final numerical answers to a minimum of two decimal places.
- Give detailed reasons, discussions, if asked where needed.
- Write neatly and legibly.

Learner's Name

Learner's Surname

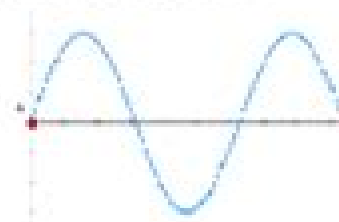
Grade

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The following are represented by A, B and C:
 A) Amplitude, wavelength, wave length
 B) Crest, trough, wavelength
 C) Amplitude, wave length, pulse length
 D) Crest, trough, wavelength

[2 Marks]

1.5. The displacement of mass m at points A and B is zero.



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Physical Sciences – Paper 1 (Physics)

How many wavelengths separate point A and B?

- A) 1,25 B) 1 C) 1,5 D) 3

[2 Marks]

1.6. Devices are sometimes placed under the floor of a house to detect fire. This equipment uses the following wave...

- A) X-ray B) Infrared light C) Ultrasound D) Ultra violet light

[2 Marks]

1.7. The following are an example of electromagnetic waves:

- A) Microwaves, visible light, X-rays
 B) X-rays, visible light, microwaves
 C) Microwaves, X-rays, visible light

Physical Sciences – Paper 1 (Physics)

2.2. Identify TWO points in the graph at which the particles would be moving in the same direction.

[2 Marks]

2.3. Which point has the maximum displacement?

[1 Mark]

Calculate

2.4. The frequency of the wave produced

[2 Marks]

2.5. The wavelength of the wave produced

[1 Mark]

Grade 1physical Science May Paper Practice 2014

M Walker



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Teaching and Learning Online Franklin S. Allaire,Jennifer E. Killham,2023-01-01 Science is unique among the disciplines since it is inherently hands on However the hands on nature of science instruction also makes it uniquely challenging when teaching in virtual environments How do we as science teachers deliver high quality experiences to secondary students in an online environment that leads to age grade level appropriate science content knowledge and literacy but also collaborative experiences in the inquiry process and the nature of science The expansion of online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning Killham et al 2014 Wong et al 2018 PreK 12 teachers consistently report feeling underprepared or overwhelmed by online learning environments Molnar et al 2021 Seaman et al 2018 This is coupled with persistent challenges related to elementary teachers lack of confidence and low science teaching self efficacy Brigido Borrachero Bermejo Gunning Duran Duran 2004 Ideal for undergraduate teacher candidates graduate students teacher educators classroom teachers parents and administrators this book addresses why and how teachers use online environments to teach science content and work with elementary students through a research based foundation Handbook of Formative Assessment in the Disciplines Heidi L. Andrade,Randy E. Bennett,Gregory J. Cizek,2019-05-14 The Handbook of Formative Assessment in the Disciplines meaningfully addresses current developments in the field offering a unique and timely focus on domain dependency Building from an updated definition of formative assessment the book covers the integration of measurement principles into practice the operationalization of formative assessment within specific domains beyond generic strategies evolving research directions including student involvement and self regulation and new approaches to the challenges of incorporating formative assessment training into pre service and in service educator training As supporters of large scale testing programs increasingly consider the potential of formative assessments to improve teaching and learning this handbook advances the subject through novel frameworks intersections of theory research and practice and attention to discernible disciplines Written for instructors graduate students researchers and policymakers each chapter provides expert perspectives on the procedures and evaluations that enable teachers to adapt teaching and learning in process toward student achievement

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Evidence-Based Practice for Public Health Emergency Preparedness and Response National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Board on Population Health and Public Health Practice, Board on Health Sciences Policy, Committee on Evidence-Based Practices for Public Health Emergency Preparedness and Response, 2020-11-28 When communities face complex public health emergencies state local tribal and territorial public health agencies must make difficult decisions regarding how to effectively respond The public health emergency preparedness and response PHEPR system with its multifaceted mission to prevent protect against quickly respond to and recover from public health emergencies is inherently complex and encompasses policies organizations and programs Since the events of September 11 2001 the United States has invested billions of dollars and immeasurable amounts of human capital to develop and enhance public health emergency preparedness and infrastructure to respond to a wide range of public health threats including infectious diseases natural disasters and chemical biological radiological and nuclear events Despite the investments in research and the growing body of empirical literature on a range of preparedness and response capabilities and functions there has been no national level comprehensive review and grading of evidence for public health emergency preparedness and response practices comparable to those utilized in medicine and other public health fields Evidence Based Practice for Public Health Emergency Preparedness and Response reviews the state of the evidence on PHEPR practices and the improvements necessary to move the field forward and to strengthen the PHEPR system This publication evaluates PHEPR evidence to understand the balance of benefits and harms of PHEPR practices with a focus on four main areas of PHEPR engagement with and training of community based partners to improve the outcomes of at risk populations after public health emergencies activation of a public health emergency operations center communication of public health alerts and guidance to technical audiences during a public health emergency and implementation of quarantine to reduce the spread of contagious illness

Organization and Administration of Physical Education Jayne D. Greenberg, Judy L. LoBianco, 2025-03-11 The revised SHAPE America National Physical Education Standards are defining physical education PE programs providing the framework for students physical literacy journeys Organization and Administration of Physical Education Theory and Practice Second Edition With HKPropel Access incorporates the revised standards making it the text administrators need to learn how the standards affect curriculum development and implementation of a successful PE program This edition is thoroughly updated by two award winning educators Jayne Greenberg and Judy LoBianco who are joined by a sterling list of contributors who have taught at every education level in

urban suburban and rural settings In this second edition the roles and responsibilities of PE administrators are examined through theoretical and practical lenses Beyond incorporating the revised PE standards and the latest research throughout other enhancements to this edition include the following An expanded technology chapter that addresses equity and the digital divide remote learning virtual and augmented reality and artificial intelligence A more comprehensive chapter on teacher and program evaluation A new chapter on social emotional learning SEL with connections between content pedagogy and practices A new chapter on diversity equity and inclusion that provides culturally responsive teaching approaches to elevate the participation of underrepresented teachers and students New content for physical education department chairpersons The result is an essential manual for future and current administrators in PE leadership positions who want to acquire new skills in the primary six areas of responsibility Part I explores leadership and management styles and presents practical theories of motivation development and planning for the essential components of a quality PE program In part II readers examine various curriculum instruction and assessment models and get guidance on planning special events Part III helps administrators plan new school facilities or renovate existing ones and it presents contemporary concepts in universal design and sustainable environmental design It also offers ideas on how to incorporate technology including developing online PE courses Part IV explores communication legal issues and human resources so administrators can learn how to advocate for their programs Part V explains the fiscal responsibilities inherent in administrative positions and shows how administrators can secure independent funding offering many examples of grants and fundraising opportunities with sample grant applications Part VI new to this edition explores the integration of content and pedagogy with SEL practices It also offers legal and practical strategies to enhance the involvement of those who are underrepresented in PE Each chapter also includes sidebars from professionals who share tips and insights on successful program implementations To further enhance practical application readers have online access to downloadable forms checklists and other supportive materials Published with SHAPE America this text offers the solid foundational theory and practices needed for today s challenges in PE administration Note A code for accessing HKPropel is included with this ebook **Achieving Science with CubeSats**

National Academies of Sciences, Engineering, and Medicine, Division on Engineering and Physical Sciences, Space Studies Board, Committee on Achieving Science Goals with CubeSats, 2016-10-06 Space based observations have transformed our understanding of Earth its environment the solar system and the universe at large During past decades driven by increasingly advanced science questions space observatories have become more sophisticated and more complex with costs often growing to billions of dollars Although these kinds of ever more sophisticated missions will continue into the future small satellites ranging in mass between 500 kg to 0.1 kg are gaining momentum as an additional means to address targeted science questions in a rapid and possibly more affordable manner Within the category of small satellites CubeSats have emerged as a space platform defined in terms of 10 cm x 10 cm x 10 cm sized cubic units of approximately 1.3 kg each called

U s Historically CubeSats were developed as training projects to expose students to the challenges of real world engineering practices and system design Yet their use has rapidly spread within academia industry and government agencies both nationally and internationally In particular CubeSats have caught the attention of parts of the U S space science community which sees this platform despite its inherent constraints as a way to affordably access space and perform unique measurements of scientific value The first science results from such CubeSats have only recently become available however questions remain regarding the scientific potential and technological promise of CubeSats in the future Achieving Science with CubeSats reviews the current state of the scientific potential and technological promise of CubeSats This report focuses on the platform s promise to obtain high priority science data as defined in recent decadal surveys in astronomy and astrophysics Earth science and applications from space planetary science and solar and space physics heliophysics the science priorities identified in the 2014 NASA Science Plan and the potential for CubeSats to advance biology and microgravity research It provides a list of sample science goals for CubeSats many of which address targeted science often in coordination with other spacecraft or use sacrificial or high risk orbits that lead to the demise of the satellite after critical data have been collected Other goals relate to the use of CubeSats as constellations or swarms deploying tens to hundreds of CubeSats that function as one distributed array of measurements

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