

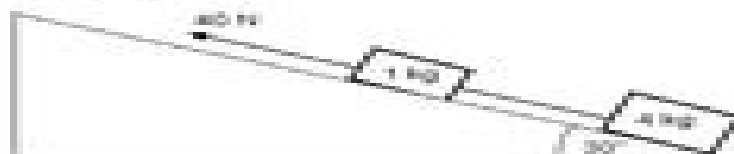
PHYSICAL SCIENCES P1 REVISION DOCUMENT

NEWTON'S LAWS

State the following laws:

1. Newton's second law of motion
2. Newton's law of universal gravitation

QUESTION 2



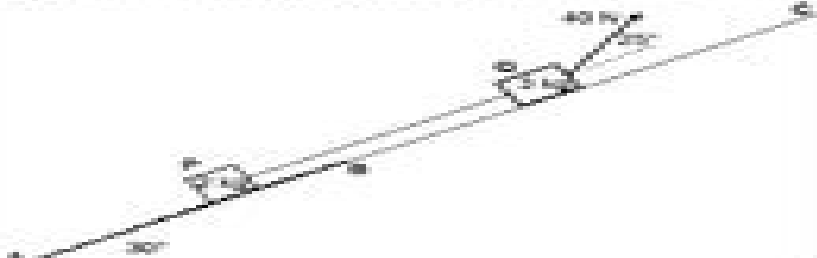
A block of mass 1 kg is connected to another block of mass 4 kg by a light inextensible string. The 1 kg block is on the inclined plane, by means of a constant 40 N force parallel to the plane as shown in the diagram below. The magnitude of the kinetic frictional force between the surface and the 4 kg block is 10 N. The coefficient of kinetic friction between the 1 kg block and the surface is 0,20.

- 2.1 State Newton's third law of motion in words. (2)
- 2.2 Draw a labelled free-body diagram showing ALL the forces acting on the 1 kg block as it moves up the incline. (5)
- 2.3 Calculate the magnitude of the:
 - 2.3.1 Kinetic frictional force between the 1 kg block and the surface (2)
 - 2.3.2 Tension in the string connecting the two blocks (5)

[14]

QUESTION 15

Block P, of mass 2 kg, is connected to block Q, of mass 3 kg, by a light inextensible string. Both blocks are on a plane inclined at an angle of 30° to the horizontal. Block Q is pulled by a constant force of 40 N at an angle of 25° to the incline.



Block P moves on a rough section, AB, of the incline, while block Q moves on a frictionless section, BC, of the incline. See diagram.

An average constant frictional force of 2,5 N acts on block P as it moves from A to B up the incline.

- 15.1 State Newton's Second Law in words. (2)
- 15.2 Draw a labelled free-body diagram for block P. (4)
- 15.3 Calculate the magnitude of the acceleration of block P while block P is moving on section AB. (8)

- 15.4 If block P has now passed point B, how will its acceleration compare to that calculated in QUESTION 15.3? Choose from: GREATER THAN, SMALLER THAN, or EQUAL TO. Give a reason for the answer. (2)

[14]

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**United States. Office of Management
and Budget**

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the United States Office of Management and Budget text.

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Fiscal Year 2013 Appendix, Budget of the U.S. Government, Presents detailed information on individual programs and appropriation accounts that constitute the budget Includes for each Government department and agency the text of proposed appropriations language budget schedules for each account new legislative proposals and explanations of the work to be performed and the funds needed and proposed general provisions applicable to the appropriations of entire agencies or groups of agencies NOTE NO FURTHER DISCOUNTS FOR ALREADY REDUCED SALE ITEMS Budget of the United States Government United States. Office of Management and Budget,2014 **The Budget of the United States**

Government United States. Office of Management and Budget,2015 **Appendix, Budget of the United States Government, Fy 2015** Executive Office Of The President,Office of Office of Management and Budget (U.S.),2014-04-15 Presents detailed information on individual programs and appropriation accounts that constitute the budget Includes for each Government department and agency the text of proposed appropriations language budget schedules for each account new legislative proposals and explanations of the work to be performed and the funds needed and proposed general provisions applicable to the appropriations of entire agencies or groups of agencies Competency-Based Education Rose L. Colby,2019-01-02 Competency Based Education introduces educators to a new model for anytime anywhere schooling and provides tools and curriculum resources for redesigning the traditional structures of K 12 schools Based on pioneering work across multiple states the book shows how educators can design central elements of competency based education including performance tasks personal learning plans and grading systems to meet the needs and interests of all students Rose L Colby provides critical tools for creating these elements in collaborative teams and engaging stakeholders such as educators parents and community members The book incorporates case studies and voices from the field and examines the variety of competency models that schools have adopted highlighting the benefits for students Competency Based Education provides a much needed resource at a time when states districts and schools are working to implement competency based models and experimenting with new accountability systems that include evidence of learning beyond standardized tests **The Making of Twenty-First-Century Richmond** Thad Williamson,Julian M. Hayter,Amy L. Howard,2024-12-02 Richmond Virginia took center stage globally in the summer of 2020 as an epicenter of antiracist protests in the wake of the police murder of George Floyd In a period of just a few weeks overwhelming public support grew for removing Richmond s Confederate monuments Activists then transformed the remaining statue of Robert E Lee into a shrine to African American resolve to the Black Lives Matter movement and to Black victims of police brutality Coming to terms with Richmond s tortured racial history however is much more difficult than toppling symbols of white supremacy This book explores these dynamics via a multidisciplinary framework of historical research public policy analysis and political analysis showing the inner dynamics of politics and governance in Richmond The authors reveal why change and progress has often been so difficult to achieve and why that

matters with a focus on three fundamental policy areas education economic development and housing The result is a comprehensive assessment of urban governance in a major southern city in the early twenty first century as well as an accounting of the policy and human consequences of both its limited successes and its recurring failures Automatic Item Generation Mark J. Gierl, Thomas M. Haladyna, 2013 Automatic item generation AIG represents a relatively new and unique research area where specific cognitive and psychometric theories are applied to test construction practices for the purpose of producing test items using technology The purpose of this book is to bring researchers and practitioners up to date on the growing body of research on AIG by organizing in one volume what is currently known about this research area Part I begins with an overview of the concepts and topics necessary for understanding AIG by focusing on both its history and current applications Part II presents two theoretical frameworks and practical applications of these frameworks in the production of item generation Part III summarizes the psychological and substantive characteristics of generated items Part IV concludes with a discussion of the statistical models that can be used to estimate the item characteristics of generated items features one future application of AIG describes the current technologies used for AIG and also highlights the unresolved issues that must be addressed as AIG continues to mature as a research area Comprehensive The book provides a comprehensive analysis of both the theoretical concepts that define automatic item generation and the practical considerations required to implement these concepts Varied Applications Readers are provided with novel applications in diverse content areas e g science and reading comprehension that range across all educational levels elementary through university **Who's who Among Students in American Universities and Colleges** Henry Pettus Randall, 1973

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In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Grade 1mathematics Poct Nov 2013 Memo**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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