



GRADE 10 PHYSICAL SCIENCES CONTROL TEST
MEMO

QUESTION 1

- 1.1. B ✓✓
1.2. B ✓✓
1.3. A ✓✓
1.4. A ✓✓
1.5. B ✓✓
1.6. C ✓✓
1.7. B ✓✓
1.8. A ✓✓

[16]

QUESTION 2

- 2.1.1 Starts from rest/ $0 \text{ m}\cdot\text{s}^{-1}$ ✓
Velocity increases at a constant rate ✓
until he reaches $2,5 \text{ m}\cdot\text{s}^{-1}$ after 25 s. ✓

OR

- Starts from rest/ $0 \text{ m}\cdot\text{s}^{-1}$ ✓
Constant positive acceleration ✓
until he reaches $2,5 \text{ m}\cdot\text{s}^{-1}$ after 25 s. ✓

(3)

- 2.1.2 Constant/uniform velocity ✓
for another 25 s. ✓

OR

- Zero/No acceleration ✓
for another 25 s. ✓

OR

- Velocity remains $2,5 \text{ m}\cdot\text{s}^{-1}$ in the
direction of motion ✓
for another 25 s. ✓

(2)

- 2.2.1 $acceleration = \frac{\Delta v}{\Delta t}$ ✓
 $= \frac{0-2,5}{100-80}$ ✓
 $= -0,0625$

$a = 0,063 \text{ m}\cdot\text{s}^{-2}$ ✓ opposite to direction of motion ✓

(4)

- 2.2.2 Length of track = Area between the graph and the time axis ✓
 $= \frac{1}{2} (2,5) (35+100)$ ✓
 $= 168,75 \text{ m}$ ✓

OR

- Length of track = Area of trapezium ✓
 $= \frac{1}{2} (2,5) (35+100)$ ✓
 $= 168,75 \text{ m}$ ✓

OR

- Length of track = Area between the graph and the time axis
 $= \frac{1}{2} bh + \frac{1}{2} bh + lb$
 $= \frac{1}{2} (2,5) + \frac{1}{2} (40)(2,5) + (35)(2,5)$ ✓
 $= 31,2 + 87,5 + 50$
 $= 168,75 \text{ m}$ ✓

(4)
[13]

Grade 10 Physical Science Common Test

**National Science Resources Center of
the National Academy of Sciences and
the Smithsonian Institution**



Grade 10 Physical Science Common Test:

Resources in Education ,1998 **Using Test Data for Student Achievement** Nancy W. Sindelar,2011-11-11
Schools are drowning in test data but many schools do little with test results other than sort students into various categories of proficiency or lack thereof Some educators feel testing has taken the joy out of teaching Others believe valuable instructional time has been lost as a result of testing Yet NCBL and other federal and state mandates have placed educators under increasing pressure to make certain all students meet standards on high stakes tests Now more than ever teachers and administrators need to embrace testing as a valuable classroom tool to guide instruction use efficient technological resources available for test scoring and analysis and profit from the benefits of test analysis to increase learning and achievement Using Test Data for Student Achievement shows educators step by step how to use test data to facilitate student learning The book combines research technology and Sindelar s experience as a teacher and administrator to provide practical and efficient ways to use test data to increase learning close achievement gaps and even raise test scores **"A Revised and Intensified Science and Technology Curriculum Grades K-12 Urgently Needed for Our Future"** ,1983 **Research in Education** ,1973 *General Science, Grades Seven and Eight* Denver Public Schools,1924 **Chemical News and Journal of Physical Science** ,1888 The Data Coach's Guide to Improving Learning for All Students Nancy Love,2008-02-27 Use data as an effective tool for school change and improvement This resource helps data team facilitators move schools away from unproductive data practices and toward examining data for systematic and continuous improvement in instruction and learning The book which includes a CD ROM with slides and reproducibles illustrates how the authors model has proven successful in Narrowing achievement gaps in all content areas and grade levels Achieving strong continuous gains in local and state assessments in mathematics science and reading Initiating powerful conversations about race ethnicity class educational status gender and language differences Developing a vision for a high performing data informed school culture *Resources for Teaching Middle School Science* Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-03-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and

Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

Private Secondary Schools: Traditional Day and Boarding Schools Peterson's,2011-05-01 Peterson's *Private Secondary Schools Traditional Day and Boarding Schools* is everything parents need to find the right day or boarding private secondary school for their child Readers will find hundreds of school profiles plus links to informative two page in depth descriptions written by some of the schools Helpful information includes the school's area of specialization setting affiliation accreditation subjects offered special academic programs tuition financial aid student profile faculty academic programs student life admission information contacts and much more *Nebraska Educational Journal* ,1946 *The Chemical News and Journal of Physical Science* ,1912 *The Nebraska Educational Journal* ,1944

Private Secondary Schools Peterson's,2011-05-01 Peterson's *Private Secondary Schools* is everything parents need to find the right private secondary school for their child This valuable resource allows students and parents to compare and select from more than 1 500 schools in the U S and Canada and around the world Schools featured include independent day schools special needs schools and boarding schools including junior boarding schools for middle school students Helpful information listed for each of these schools include school's area of specialization setting affiliation accreditation tuition financial aid student body faculty academic programs social life admission information contacts and more Also includes helpful articles on the merits of private education planning a successful school search searching for private schools online finding the perfect match paying for a private education tips for taking the necessary standardized tests semester programs and understanding the private schools admission application form and process *Resources for Teaching Elementary School Science* National Science

Resources Center of the National Academy of Sciences and the Smithsonian Institution,1996-04-11 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely revised edition of the best selling resource guide Science for Children Resources for Teachers this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

Science Benchmarking Report ,2001 *Gender and Fair Assessment* Warren W. Willingham,Nancy S. Cole,2013-12-16 There have been many important changes in the participation of women and men in American society over the past quarter century Tests play a role in those changes by providing evidence of the diverse achievement and proficiency of women and men They aid the learning process and reflect inequalities in opportunity to learn and participate In addition they provide useful information in considering what alternatives in education and work make most sense for individuals and influence views about groups of students educational programs and a wide range of issues For all of these reasons it is important that tests assess fairly and reflect accurately the ways young people are and are not achieving as well as desired The test performance of women and men is a research topic of historical interest and has received much attention in recent

years Because of this increased interest there is a great deal of new research and data available The purpose of the study presented in this volume was to review this new information with two objectives in mind to clarify patterns of gender difference and similarity in test performance and related achievements and to see what implications those findings might have for fair assessment and as a corollary examine the assessment process as a possible source of gender differences This study is interested in tests used in education to assess developed knowledge and skill In order to gain a broader view of gender similarity and difference the contributors looked at other types of measures and other characteristics of young women and men Their hope is to contribute to a firmer basis for insuring fairness in tests an objective which is particularly important as the field moves increasingly to new forms of assessment in which there is less experience

Chemical News and Journal of Physical Science William Crookes, James H. Gardiner, Gerald Druce, H. W. Blood-Ryan, 1888 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office, 1967 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December **Test-wiseness**, 1989 **Journal of the Arkansas Academy of Science**, 2004

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