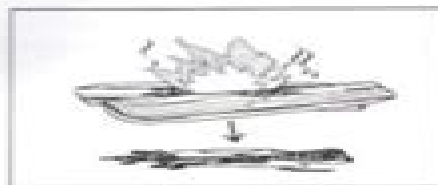


Date: \_\_\_\_\_

## MATTER

The diagrams show physical and chemical changes in matter.



X



Y

(1) Write the letter of the diagram that represents an example of

(i) A physical change in matter [1] \_\_\_\_\_

(ii) A chemical change in matter [1] \_\_\_\_\_

(2) Look carefully at pictures 'X' and 'Y'.

(i) State what caused the change in picture 'X'. [1]

(ii) Explain the change that is taking place in picture 'Y'. [1]

(3) Name the new form of matter that was produced by the changes taking place in picture 'X'? [1]

(4) What is the scientific definition of matter? [1]

(5) The diagram below shows a picture of a bicycle.



List TWO physical properties of the bicycle. [2] \_\_\_\_\_

(6) Explain how the frame of the bicycle can be

(i) physically changed. [1] \_\_\_\_\_

(ii) chemically changed. [1] \_\_\_\_\_



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**Student**

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*Research in Education*, 1974 Handbook of Research on Science Education Sandra K. Abell, Norman G. Lederman, 2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research



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**An Investigation of the Written Examination as a Measure of Achievement with Particular Reference to General Science** Joseph Bardy,1923

*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

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**Nonfiction Reading Comprehension Grade 6** Debra Housel, 2003-06-30 After reading nonfiction passages about science geography or history topics students answer multiple choice and short answer questions to build seven essential comprehension skills **The Popular Science Monthly**, 1923 **Advances in Nature of Science Research** Myint Swe Khine, 2011-09-18 This book consolidates contemporary thinking and research efforts in teaching and learning about the nature of science in science education The term Nature of Science NoS has appeared in the science education literature for many decades While there is still a controversy among science educators about what constitutes NoS educators are unanimous in acknowledging the importance of this topic as well as the need to make it explicit in teaching science The general consensus is that the nature of science is an intricate and multifaceted theme that requires continued scholarship Recent analysis of research trends in science education indicates that investigation of the nature of science continues to be one of the most prevalent topics in academic publications Advances in Nature of Science Research explores teaching and assessing the nature of science as a means of addressing and solving problems in conceptual change developing positive attitudes toward science promoting thinking habits advancing inquiry skills and preparing citizens literate in science and technology The book brings together prominent scholars in the field to share their cutting edge knowledge about the place of

the nature of science in science teaching and learning contexts The chapters explore theoretical frameworks new directions and changing practices from intervention studies discourse analyses classroom based investigations anthropological observations and design based research      **Contributions to Education** ,1921      **Guide to the Comprehensive Assessment Report** ,1996

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