

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 car moving with constant acceleration.
B. A ball falling from the sky to the ground with constant acceleration.
C. A car moving with constant velocity on a horizontal road.
D. A car moving with constant acceleration.
- 1.3 Which of the statements below best describes Weightlessness?
- A. An object moving in a circular path in the sky.
B. An object moving in a circular path in the sky with constant velocity.
C. An object moving in a circular path in the sky with constant acceleration.
D. An object moving in a circular path in the sky with constant velocity.
- 1.4 The inertia of an object...
- A. is a measure of its mass.
B. is a measure of its speed.
C. is a measure of its acceleration.
D. is a measure of its velocity.
- 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. r
B. $2r$
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 box is too heavy.
B. The box is too light.
C. The box is too big.
D. The box is too small.

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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)

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Education Index ,1980 *Newspaper Index: Los Angeles Times* ,1975 Se acabó el promedio Todd Rose,2017-01-24 Combinando la ciencia y la historia con sus propias experiencias Rose trae a la vida la historia sin narrar de cómo llegamos a aceptar la idea científicamente equivocada de que se pueden usar los promedios para entender a las personas y ofrece una poderosa alternativa los tres principios de individualidad Estos por encima del promedio Es tu hijo un estudiante de primer nivel Es tu empleado una persona introvertida o extrovertida Todos los días se nos mide con la vara de los promedios se nos juzga por lo cercanos o lejanos que estamos a ella La suposición de que una medida que nos compara con el promedio como los escalones en el desarrollo las pruebas de personalidad los resultados estandarizados de exámenes y las evaluaciones de desempeño revela algo significativo en cuanto a nuestro potencial se encuentra tan grabado en nuestra conciencia que pocas veces lo cuestionamos Todd Rose nos dice que esa suposición es espectacular y científicamente errónea En este libro Rose demuestra que nadie es promedio Pero aunque sabemos que los seres humanos aprendemos y nos desarrollamos de maneras distintas estos patrones exclusivos de conducta se pierden en nuestras escuelas y empresas que han sido diseñadas alrededor de esa misma persona promedio Durante más de un siglo este modelo ha pasado por alto nuestra individualidad y ha sido incapaz de reconocer el talento Ha llegado la hora de cambiar esa situación Combinando la ciencia y la historia con sus propias experiencias Rose trae a la vida la historia sin narrar de cómo llegamos a aceptar la idea científicamente equivocada de que se pueden usar los promedios para entender a las personas y ofrece una poderosa alternativa los tres principios de individualidad El principio de la irregularidad el talento nunca es unidimensional el principio del contexto los rasgos son un mito y el principio de las sendas todos andamos por el camino menos recorrido nos ayudan a comprender nuestra verdadera exclusividad y la de los demás y cómo aprovechar al máximo nuestra individualidad para tener una ventaja en la vida Are you above average Is your child an A or a C student Is your employee an introvert or an extrovert Every day we are measured against the yardstick of averages judged according to how closely we resemble it or how far we deviate from it The assumption that metrics comparing us to an average like development milestones GPAs personality assessments standardized test results and performance review ratings reveal something meaningful about our potential is so ingrained in our consciousness that we rarely question it That assumption says Harvard's Todd Rose is spectacularly and scientifically wrong

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