

Total marks: 100

Time: 1 hour 30 minutes

Question 1

- 1.1 B
1.2 C
1.3 C
1.4 D
1.5 A

(2 × 5 = 10)

Question 2

2.1.1 Transverse waves – movement of particle perpendicular to direction of movement of wave. (2)

$$2.1.2 \quad f = \frac{\text{Number of cycles}}{\text{Time}} = \frac{3}{1,5} = 2,0\text{Hz} \quad (3)$$

$$2.1.3 \quad v = f\lambda = 2 \times 0,05 = 0,1 \text{ m} \cdot \text{s}^{-1} \quad (3)$$

2.1.4 The cork will bob up and down, since the water wave is a transverse wave and the particles move at 90° to the direction of motion of the wave.

In 1s the cork will experience two complete cycles since the frequency is 2Hz

In one cycle a particle will move a distance of 4 × the amplitude = 1,6 cm

So total distance travelled by the cork is 2 × 1,6 = 3,2 cm (4)

2.2.1 The wavelength and frequency of an electromagnetic wave are inversely proportional to each other since $f \cdot \lambda = c$, a constant. (2)

$$2.2.2 \quad f = c + \lambda$$

$$= 3 \times 10^8 + 500 \times 10^{-9}$$

$$= 6 \times 10^{14} \text{ Hz} \quad (3)$$

2.2.3 Visible light of a specific colour. (1)

2.2.4 A particle of light that contains a quantum of energy. (2)

$$2.2.5 \quad E = hf$$

$$= 6,62 \times 10^{-34} \times 6 \times 10^{14}$$

$$= 3,97 \times 10^{-19} \text{ J} \quad (3)$$

2.2.6 i.) A beam of light appears will emerge from the device (laser) and strikes the detector (screen) in a single, narrow area. A single coloured region of light appears on the screen. (2)

ii.) The coloured light is spread out around a bright central region with dark regions (shadows) between smaller dimmer regions of coloured light. (2)

2.2.7 Diffraction of light or single slit diffraction of light. (1)

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Resources in Education ,1998 **Research in Education** ,1974
The Budget of the United States Government United States,1940 *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

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The Chemical News : and Journal of Physical Science ,1905 Message of the President of the United States Transmitting the Budget United States. Bureau of the Budget,1934 Sessional Papers Great Britain. Parliament. House of Commons,1918 Drum ,2002 **Science Education in Canada** Christine D. Tippett,Todd M. Milford,2019-07-01 This book offers a meso level description of demographics science education and science teacher education Representing all 13 Canadian jurisdictions the book provides local insights that serve as the basis for exploring the Canadian system as a whole and function as a common starting point from which to identify causal relationships that may be associated with Canada s successes The book highlights commonalities consistencies and distinctions across the provinces and territories in a thematic analysis of the 13 jurisdiction specific chapters Although the analysis indicates a network of policy and practice issues warranting further consideration the diverse nature of Canadian science education makes simple identification of causal relationships elusive Canada has a reputation for strong science achievement However there is currently limited literature on science education in Canada at the general level or in specific areas such as Canadian science curriculum or science teacher education This book fills that gap by presenting a thorough description of science education at the provincial territorial level as well as a more holistic description of pressing issues for Canadian science education Complete Book of Colleges, 2005 Edition Princeton Review (Firm),2004-07-20 Up to date information on 1 780 colleges and universities **Re-examining Pedagogical Content Knowledge in Science Education** Amanda Berry,Patricia Friedrichsen,John Loughran,2015-03-24

Pedagogical Content Knowledge PCK has been adapted adopted and taken up in a diversity of ways in science education since the concept was introduced in the mid 1980s Now that it is so well embedded within the language of teaching and learning research and knowledge about the construct needs to be more useable and applicable to the work of science teachers especially so in these times when standards and other measures are being used to define their knowledge skills and abilities Re examining Pedagogical Content Knowledge in Science Education is organized around three themes Re examining PCK Issues ideas and development Research developments and trajectories Emerging themes in PCK research Featuring the most up to date work from leading PCK scholars in science education across the globe this volume maps where PCK has been where it is going and how it now informs and enhances knowledge of science teachers professional knowledge It illustrates how the PCK research agenda has developed and can make a difference to teachers practice and students learning of science

International Handbook of Science Education B. Fraser, Kenneth Tobin, 2003-06-30 The International Handbook of Science Education is a two volume edition consisting of 77 chapters arranged into 10 sections pertaining to the most significant issues in science education Current research and thinking and associated implications for practice are presented for learning teaching learning environments teacher education curriculum educational technology research methods assessments and evaluation equity and history and philosophy of science Each section contains a lead chapter that provides an overview and synthesis of the field and 5-8 related chapters that provide a narrower focus on research and current thinking on the key issues in that field Leading researchers from around the world have participated as authors and consultants to produce a resource that is comprehensive detailed and up to date The chapters provide the most recent and advanced thinking in science education from international leaders in the field The Handbook is the most authoritative resource yet produced in science education **Message of the President of the United States Transmitting the Budget for the Service of the Fiscal Year Ending ...** United States, 1935

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