



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]

Memorandum September 2014 Controlled Test Grade 10 Mathematics

Daniela Niemeyer



Memorandum September 2014 Controlled Test Grade 10 Mathematics:

After the Education Wars Andrea Gabor, 2018-06-12 The education wars have been demoralizing for teachers After the Education Wars helps us to see a better way forward Cathy N Davidson The New York Times Book Review After the Education Wars is an important book that points the way to genuine reform Diane Ravitch author of *Reign of Error* and *The Death and Life of the Great American School System* A bestselling business journalist critiques the top down approach of popular education reforms and profiles the unexpected success of schools embracing a nimbler more democratic entrepreneurialism In an entirely fresh take on school reform business journalist and bestselling author Andrea Gabor argues that Bill Gates Eli Broad and other leaders of the prevailing education reform movement have borrowed all the wrong lessons from the business world After the Education Wars explains how the market based measures and carrot and stick incentives informing today's reforms are out of sync with the nurturing culture that good schools foster and contrary to popular belief at odds with the best practices of thriving twenty first century companies as well These rich detailed stories of real reform in action illustrate how enduring change must be deeply collaborative and relentlessly focused on improvement from the grass roots up lessons also learned from both the open source software and quality movements The good news is that solutions born of this philosophy are all around us from Brockton Massachusetts where the state's once failing largest high school now sends most graduates to college to Leander Texas a large district where school improvement spurred by the ideas of quality guru W Edwards Deming has become a way of life A welcome exception to the doom and gloom canon of education reform After the Education Wars makes clear that what's needed is not more grand ideas but practical and informed ways to grow the best ones that are already transforming schools *Resources in Education* ,1988 **National Journal** ,2007

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