



## GRADE 9 NATURAL SCIENCES NOVEMBER EXAMINATION

### SECTION A QUESTION 1

1.1 Various options are provided as answers to the following questions. Choose

the correct answer and write ONLY the LETTER(A-D) next to the QUESTION NUMBER (1.1.1-1.1.10) on your answer sheet, for example 1.1.11 D.

1.1.1 If cells are added in parallel the total voltage will...

- A Increase
- B Decrease
- C Remain the same
- D Increase then decrease

1.1.2 Why do we use copper in our house's wiring?

- A Good insulator
- B Good and cheap conductor
- C Good, but expensive conductor
- D Good and cheap insulator

1.1.3 The energy conversion that takes place in a cell:

- A chemical → electrical → kinetic
- B electrical → chemical → kinetic
- C chemical → electrical
- D chemical → kinetic

1.1.4 Koeberg is this type of power station:

- A Coal
- B Hydroelectricity
- C Nuclear
- D Solar

1.1.5 An example of a wet cell:

- A torch
- B radios
- C car battery
- D toys

1.1.6 Example of converting wasted energy to useful energy:

- A Filament lightbulbs
- B Heating elements
- C Buzzers
- D Electrical motors

1.1.7 As the altitude increase the ... will decrease.

- A Temperature
- B Mass
- C Density
- D Distance

1.1.8 Which of the following is NOT a greenhouse gas?

- A CH<sub>4</sub>
- B water vapour
- C H<sub>2</sub>O
- D carbon dioxide

1.1.9 The reason why thicker wires offer lower resistance is...

- A there is less space for protons to move.
- B there is more space for the protons to move.
- C there is less space for the electrons to move.
- D there is more space for the electrons to move.

1.1.10 Factor that affects the magnitude of gravitational force:

- A Mass
- B Weight
- C Height
- D None of the above.

(10x1)

1.2 Provide the correct TERM for the following descriptions. Write ONLY the correct

TERM next to the QUESTION NUMBER (1.2.1-1.2.7) on your answer sheet.

1.2.1 Solution that can conduct electricity

# Natural Science Questions Papers Grade 9 2014

## November

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## **Natural Science Questions Papers Grade 9 2014 November:**

**Life and the Student** Charles Horton Cooley, 2015-01-31 Life and the Student 1927 with a new introduction by Jonathan B Imber is a compilation of reflections commentaries and letters from other scholars that Charles Horton Cooley accumulated throughout his life The book includes personal passages on various topics within the realms of reading and writing thinking art science sociology academia religion and human nature There is no formal structure to the book except the literary sense that organizes these thoughts and observations about life It is impossible to categorize these widely ranging commentaries They include discussions of the automobile the impressionable nature of young people the claim that the question of racial superiority is still unresolved his belief that eugenicists are inconsistent in their views and more Cooley's work sought to emphasize the connection between society and the individual He believed that the two could only be understood in relationship to each other While researching the effects of social responses and social participation he created the concept of the looking glass self which is the theory that a person's sense of self grows out of interpersonal interactions and the perceptions of others Cooley also showed that social life and the relationship between groups and communities stems from mental phenomena

**Research in Education** ,1969-05      **Resources in Education** ,1969-07      **Drawing for Science Education** Phyllis Katz, 2017-03-23 This book argues for the essential use of drawing as a tool for science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of identity development in science teaching and learning

**Cretaceous Period: Biotic Diversity and Biogeography** Ashu Khosla, Spencer G. Lucas, 2016-01-01      National Live Stock Journal ,1887      Normal Instructor ,1930      Normal Instructor and Teachers World ,1930      Guide to Microforms in Print ,1995      **American Lumberman** ,1913

## Whispering the Secrets of Language: An Mental Journey through **Natural Science Questions Papers Grade 9 2014 November**

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