



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 10

PHYSICAL SCIENCES: PHYSICS (P1)

NOVEMBER 2017

MARKS: 150

TIME: 2 hours

This question paper consists of 14 pages, 1 data sheet and 1 answer sheet.



INSTRUCTIONS AND INFORMATION

1. Write your name and class (for example 10A) in the appropriate spaces on the ANSWER BOOK.
2. This question paper consists of TEN questions. Answer ALL the questions in the ANSWER BOOK, except QUESTION 3.3 which has to be answered on the attached ANSWER SHEET.
3. Hand in the ANSWER SHEET together with the ANSWER BOOK.
4. Start EACH question on a NEW page in the ANSWER BOOK.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Leave ONE line between two subquestions, for example between QUESTION 2.1 and QUESTION 2.2.
7. You may use a non-programmable calculator.
8. You may use appropriate mathematical instruments.
9. You are advised to use the attached DATA SHEET.
10. Show ALL formulae and substitutions in ALL calculations.
11. Round off your final numerical answers to a minimum of TWO decimal places.
12. Give brief motivations, discussions et cetera where required.
13. Write neatly and legibly.

QUESTION 1: MULTIPLE-CHOICE QUESTIONS

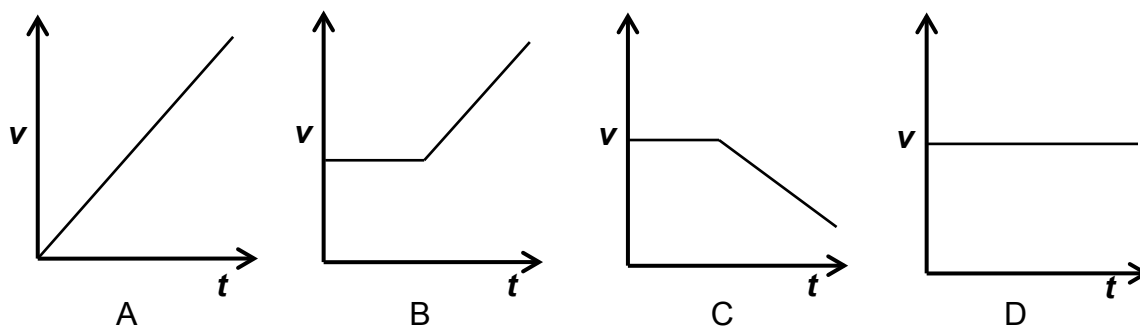
Various options are provided as possible answers to the following questions. Each question has only ONE correct answer. Choose the answer and write only the letter (A–D) next to the question number (1.1–1.10) in the ANSWER BOOK, for example 1.11 E.

- 1.1 Which ONE of the following pairs of physical quantities consists of one scalar and one vector quantity?

- A Distance and speed
- B Speed and acceleration
- C Displacement and velocity
- D Velocity and acceleration

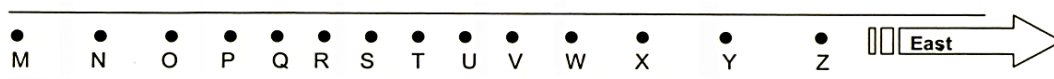
(2)

- 1.2 A car is travelling at a constant velocity along a straight road. It then slows down uniformly. Which ONE of the velocity-time graphs below best represents the motion of the car?



(2)

- 1.3 Oil dripping from a truck at equal time intervals leaves the pattern below on the road.



If the truck is moving eastwards, which ONE of the combinations below best describes the speed of the truck during the intervals M to Q, Q to V and V to Z?

	M TO Q	Q TO V	V TO Z
A	Decreases	Remains constant	Increases
B	Increases	Remains constant	Decreases
C	Remains constant	Increases	Increases
D	Increases	Decreases	Remains constant

(2)

- 1.4 A motorbike moving at a speed v , has a kinetic energy E . If the speed of the motorbike increases to $3v$, the kinetic energy will be ...

A $3E$
 B $\frac{1}{3}E$
 C $6E$
 D $9E$

(2)

- 1.5 The SI unit for gravitational potential energy is ...

A $\text{kg} \cdot \text{m} \cdot \text{s}^{-1}$
 B $\text{kg} \cdot \text{m} \cdot \text{s}^{-2}$
 C $\text{kg} \cdot \text{m}^2 \cdot \text{s}^{-2}$
 D $\text{kg} \cdot \text{m}^{-1} \cdot \text{s}^{-1}$

(2)

- 1.6 The amplitude of a sound wave is increased without changing the frequency. How does this change affect the loudness and pitch of the sound?

	LOUDNESS	PITCH
A	Decreases	Decreases
B	Decreases	Increases
C	Increases	Unchanged
D	Increases	Increases

(2)

- 1.7 Which ONE of the combinations below is the CORRECT order of electromagnetic waves in INCREASING WAVELENGTHS?

A Gamma ray \rightarrow X-ray \rightarrow ultraviolet \rightarrow visible light \rightarrow infrared \rightarrow microwave
 B Radio wave \rightarrow microwave \rightarrow infrared \rightarrow visible light \rightarrow ultraviolet \rightarrow X-ray
 C X-ray \rightarrow ultraviolet \rightarrow infrared \rightarrow visible light \rightarrow radio wave \rightarrow microwave
 D Gamma ray \rightarrow X-ray \rightarrow visible light \rightarrow ultraviolet \rightarrow infrared \rightarrow microwave

(2)

- 1.8 The force between two magnets decreases when ...

A two like poles come closer together.
 B two unlike poles come closer together.
 C the distance between them increases.
 D the distance between them decreases.

(2)

Incorrect phrasing. "The force one magnet exerts on another ..." is better.

1.9 Two identical spheres, X and Y, on insulated stands, carry charges of $3\ \mu\text{C}$ and $-5\ \mu\text{C}$ respectively. The spheres are brought into contact with each other and returned to their original positions. The charge on EACH sphere after contact is ...

- A $8\ \mu\text{C}$
- B $-4\ \mu\text{C}$
- C $-2\ \mu\text{C}$
- D $-1\ \mu\text{C}$

(2)

1.10 The energy transferred per unit electric charge in a circuit is ...

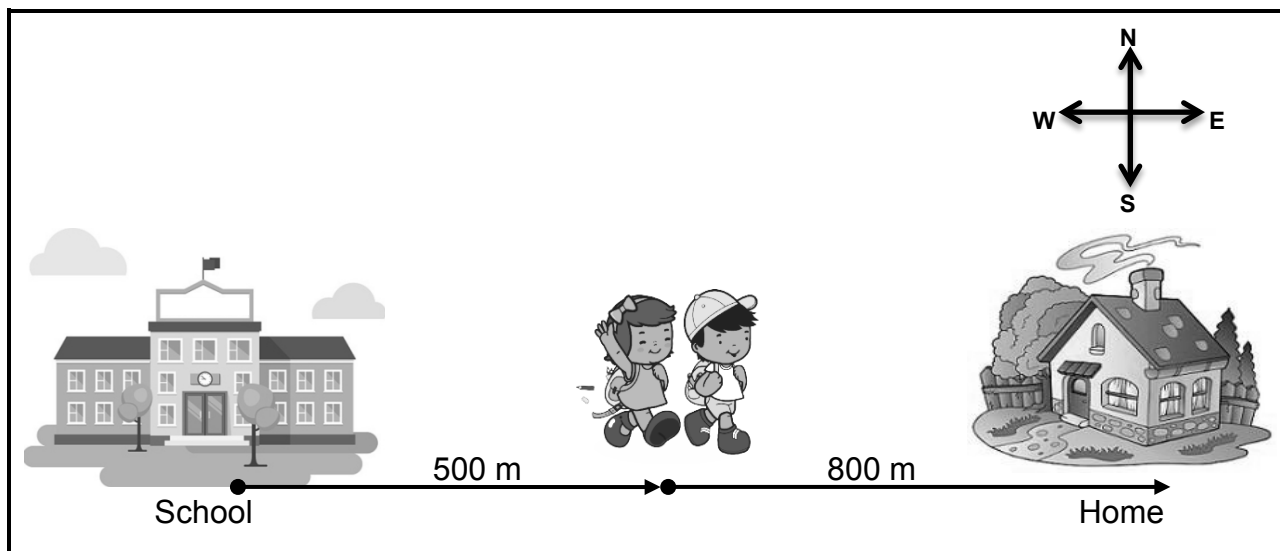
- A current.
- B charge.
- C power.
- D potential difference.

(2)

[20]

QUESTION 2 (Start on a new page.)

A brother and sister walk home from school. After walking 500 m eastwards, the brother realises that he has left a book at school and he returns to school. His sister continues walking another 800 m to their home. She arrives home 30 minutes after leaving school.



- 2.1 Define the term *average speed*. (2)
- 2.2 Calculate the average speed of the girl from the school to her home. (4)
- 2.3 Use a vector scale diagram and represent the displacement of the boy from the time he realised he left his book at school until he reached home. Include ALL relevant information in the diagram. (3)
- Use scale 1 cm = 100 m for the diagram.
- 2.4 If the average speed of the boy is the same as that of the girl, calculate how long it would take the boy to reach home from the time they both left the school together. (4)
- [13]**

QUESTION 3 (Start on a new page.)

The engineers at a car company conduct various tests on their cars. During one of the tests they measure the change in position during equal time intervals. The results obtained are recorded in the table below.

TIME (s)	POSITION (m)
0	0
1	5
2	10
3	15
4	20

- 3.1 Give the correct term for *change of position per unit time*. (1)
- 3.2 For this test, write down the:
- 3.2.1 Independent variable (1)
- 3.2.2 Dependent variable (1)
- 3.3 Use the information in the table above and draw an accurate position-time graph on the graph paper on the attached ANSWER SHEET. (5)
- 3.4 Calculate the gradient of the graph. (4)
- 3.5 Draw (NOT to scale) a corresponding velocity-time graph for the motion of the car. Label the axes. (2)
- 3.6 Hence, deduce the magnitude of the acceleration of the car. (2)
- [16]**

QUESTION 4 (Start on a new page.)

Unrealistic acceleration.

A car accelerates from rest at $15 \text{ m} \cdot \text{s}^{-2}$ for 2 s on a horizontal road.

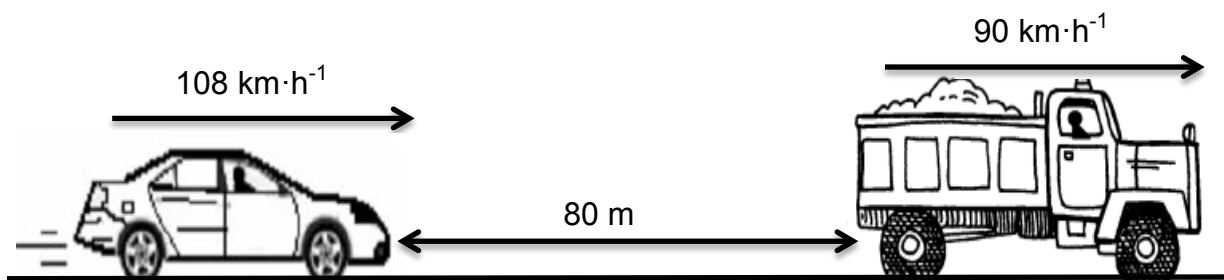
4.1 Define the term *acceleration*. (2)

4.2 Calculate the:

4.2.1 Distance covered by the car (4) ~~(3)~~

4.2.2 Velocity of the car ~~(4) (3)~~ ← When? Where?

While travelling at a constant velocity of $108 \text{ km} \cdot \text{h}^{-1}$, the driver of a car notices a sign warning motorists to keep a safe 2-second following distance. At that instant the car is 80 m behind a truck that is travelling at a constant velocity of $90 \text{ km} \cdot \text{h}^{-1}$.



4.3 Explain the meaning of a *safe 2-second following distance*. (2)

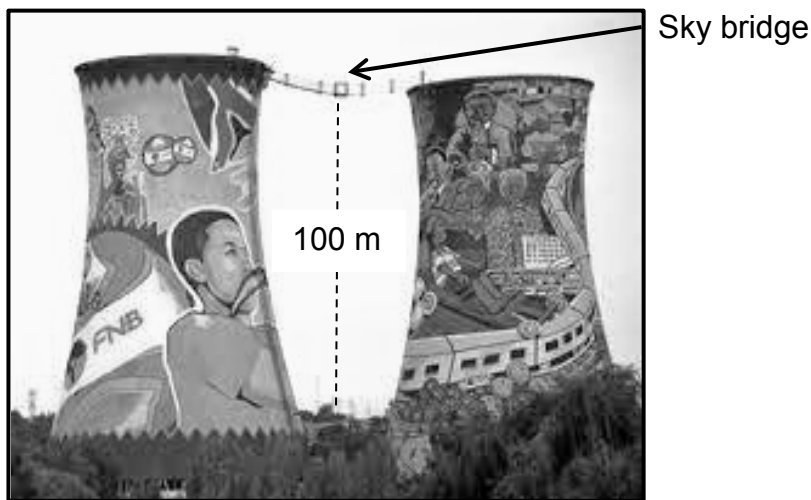
4.4 Calculate the safe 2-second following distance behind the truck. (6)

4.5 Calculate how long it will take the motorist to get to a safe 2-second following distance behind the truck. (5)

[23] ~~[21]~~

QUESTION 5 (Start on a new page.)

A lift takes a man to a sky bridge, which is 100 m above the ground, as shown below. He makes a bungee jump from the sky bridge. Ignore the effects of air resistance.

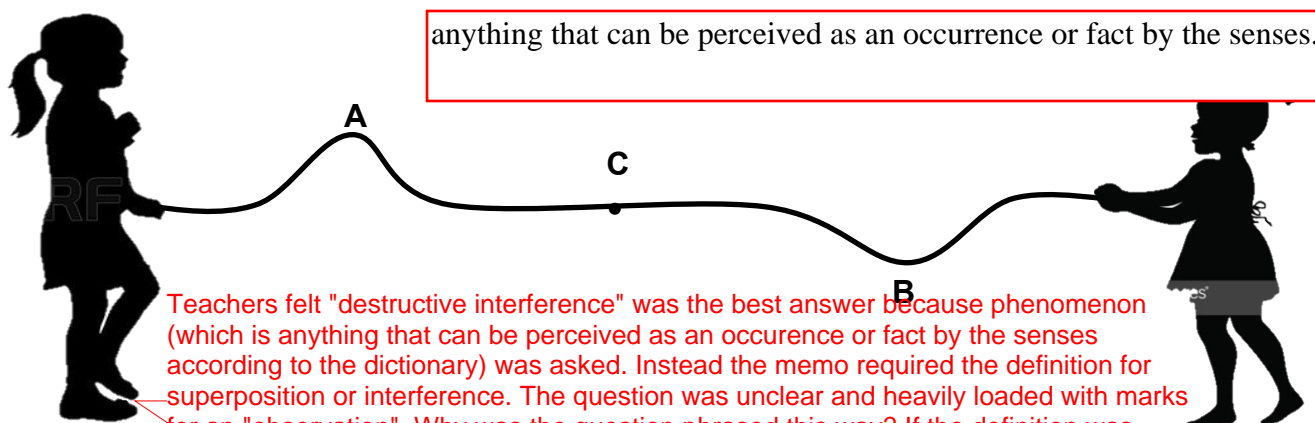


[Source: myjozi.co.za]

- 5.1 Define the term *kinetic energy*. (2)
- 5.2 The man and his gear have a mass of 72 kg. Calculate the gravitational potential energy of the man just before he jumps from the sky bridge. (3)
- 5.3 State the *law of conservation of mechanical energy*. (2)
- 5.4 Use the law in QUESTION 5.3 to calculate the velocity of the man at a height of 50 m above the ground. (5)
- 5.5 Draw a graph of E_p versus E_k for the motion of the man from the instant he jumps until he reaches the ground. (3)
- [15]**

QUESTION 6 (Start on a new page.)

Two girls, standing at opposite ends of a rope, each makes a pulse of the same speed. Pulse **A**, with an amplitude of 4 cm, moves to the right and pulse **B**, with an amplitude of -6 cm, moves to the left. The pulses meet at point **C**.



Teachers felt "destructive interference" was the best answer because phenomenon (which is anything that can be perceived as an occurrence or fact by the senses according to the dictionary) was asked. Instead the memo required the definition for superposition or interference. The question was unclear and heavily loaded with marks for an "observation". Why was the question phrased this way? If the definition was required, why was it not asked?

6.1 State the phenomenon observed when the two pulses meet at point **C**. (3)

6.2 Draw a labelled diagram to show the resultant pulse when the two pulses meet at point **C**. Label the pulses clearly. (2)

6.3 Name the type of interference that takes place when the pulses meet. (1)

6.4 Determine the resultant amplitude of the pulses at point **C**. (2)

6.5 How will the amplitude of pulse **A** be affected after passing point **C**? Write down only INCREASES, DECREASES or REMAINS THE SAME. (1)

Repeat of Q6.2.

Teachers felt this was a repeat of Q6.1.
Hence, this answer should have been accepted for Q6.1 as well.

[9]

QUESTION 7 (Start on a new page.)

Dolphins communicate through the emission and reception of sounds. A young dolphin was separated from its mother and started whistling at a frequency of 130 kHz to call her. The speed of sound in seawater is $1\,480\text{ m}\cdot\text{s}^{-1}$.

7.1 Explain the term *ultrasound*. (2)

7.2 Calculate the wavelength of the young dolphin's whistle. (4)

7.3 Another dolphin hears the distress call of the young dolphin 2 s later. How far apart are the two dolphins from each other? (4)

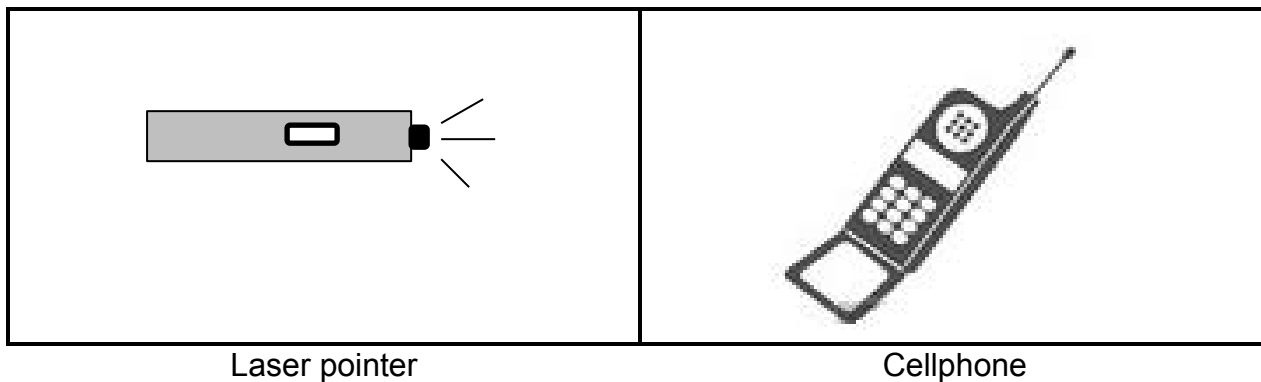
7.4 The speed of sound in air is $340\text{ m}\cdot\text{s}^{-1}$. Briefly explain why the speed of sound in air is different from the speed of sound in seawater. (2)

7.5 Describe how dolphins use echolocation to hunt their prey. (3)

[15]

QUESTION 8 (Start on a new page.)

Consider a laser pointer and cellphone, as shown below.



8.1 State the type of electromagnetic radiation that is emitted by the:

8.1.1 Laser pointer (1)

8.1.2 Cellphone (1)

8.2 A laser pointer uses red light photons with a wavelength of 620 nm.

8.2.1 Define the term *photon*. (2)

8.2.2 Calculate the energy of a red light photon. (6)

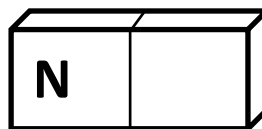
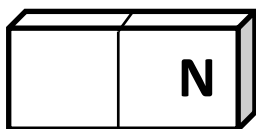
8.2.3 Refer to the answer to QUESTION 8.2.2. Explain why it is very dangerous to shine a laser pointer into a person's eyes. (2)

[12]

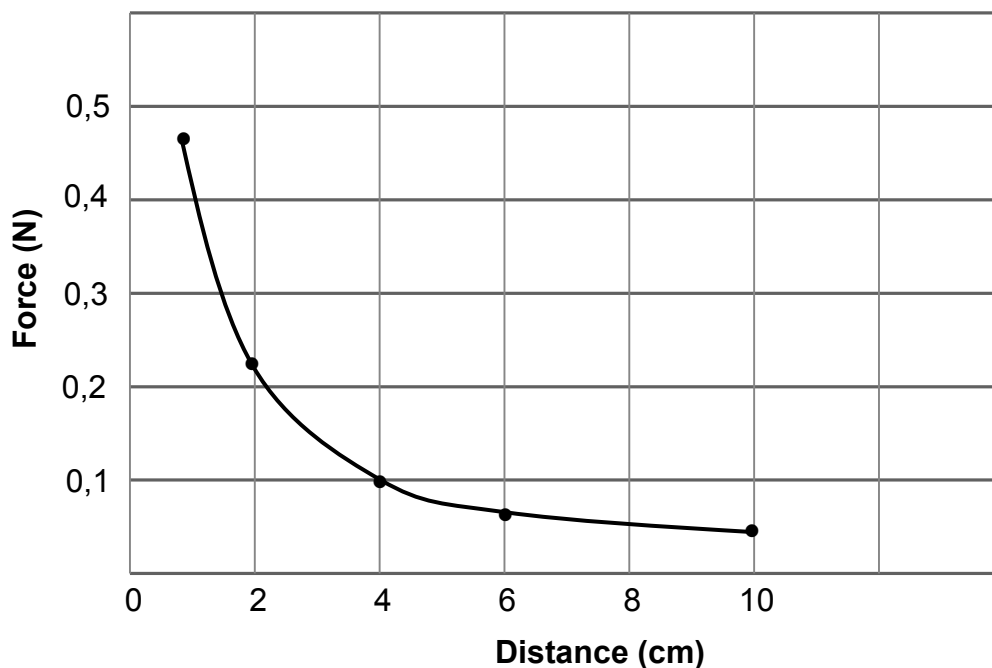
Teachers felt that too many facts were required for two marks. In the memo "high frequency and can penetrate" was underlined for one mark (why not two for the two facts?) The question should have counted three.

QUESTION 9 (Start on a new page.)

Two magnets are placed so that their north poles face each other.



- 9.1 Explain the term *magnetic field*. (2)
- 9.2 Draw the magnetic field pattern between the two north poles of the magnets. (3)
- 9.3 The graph below shows how the magnetic force varies with distance between the magnets.



- 9.3.1 What is the mathematical relationship between magnetic force and distance between the two magnets? (1)
- 9.3.2 What is the magnitude of the magnetic force between the two magnets when they are 4 cm apart? (1)
- 9.3.3 How far apart must the magnets be to experience a force of 0,05 N? (1)

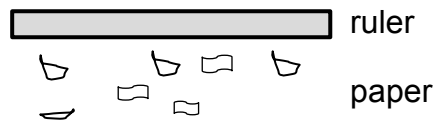
Same issue as question 1.8.

[8]

QUESTION 10 (Start on a new page.)

A neutral plastic ruler becomes charged when it is rubbed with a woollen cloth. After rubbing, the ruler has a charge of $-3,5 \times 10^{-15} \text{ C}$.

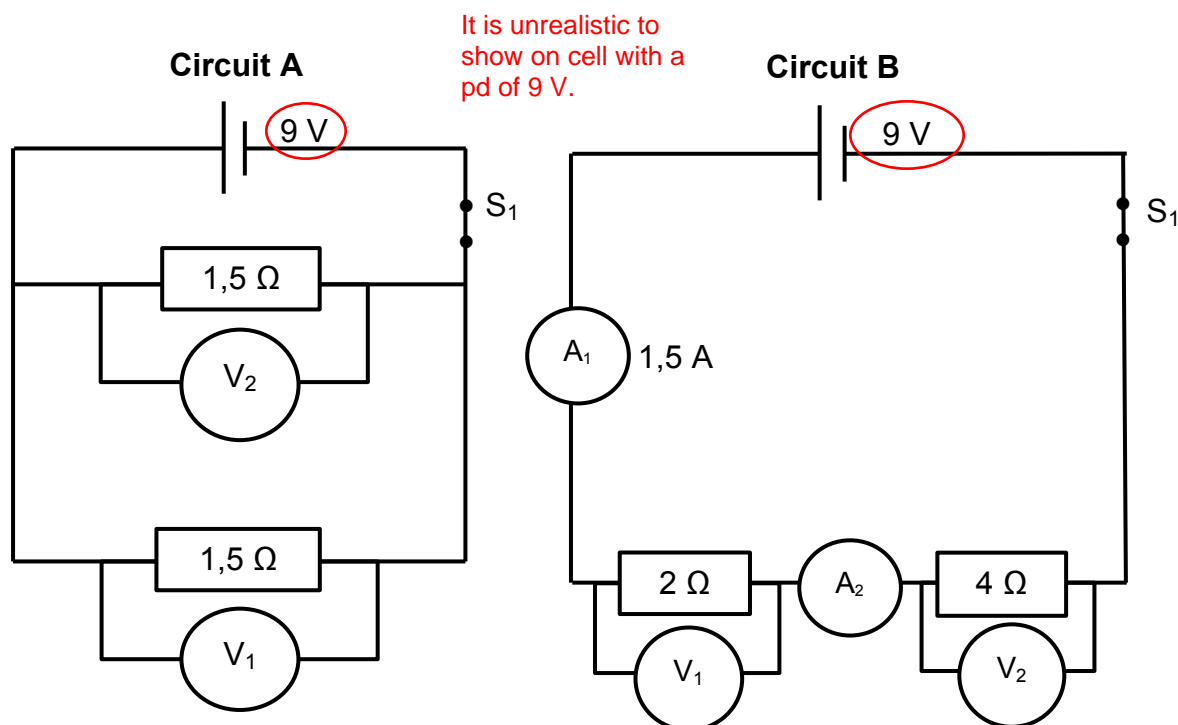
- 10.1 Distinguish between a *neutral object* and a *charged object*. (2)
- 10.2 Does the ruler GAIN or LOSE electrons? (1)
- 10.3 Calculate the number of electrons transferred during the process of rubbing. (3)
- 10.4 The charged ruler is now brought closer to pieces of paper. The pieces of paper are attracted to the ruler, as shown below.



- 10.4.1 Explain why the pieces of paper are attracted to the ruler. (3)
- 10.4.2 Name ONE application of electrostatics in our daily lives. (1)
- [10]**

QUESTION 11 (Start on a new page.)

Refer to Circuits A and B below and answer the questions that follow.



- 11.1 Define the term *emf*. (2)
- 11.2 Calculate the total resistance of Circuit A. (2)
- 11.3 Consider Circuit B.
- 11.3.1 Write down the reading on A_2 . (1)
- 11.3.2 Calculate the reading on V_1 . (3)
- 11.4 If a third resistor ($1,5 \Omega$) is placed in parallel with the existing resistors in Circuit A, would the total current in the circuit INCREASE, DECREASE or REMAIN THE SAME? Explain the answer. (3)

Free State did not use this question.

[8]

~~(3)~~~~[11]~~**TOTAL:**~~150~~

149



DATA FOR PHYSICAL SCIENCES GRADE 10
PAPER 1 (PHYSICS)
GEGEWENS VIR FISIIESE WETENSKAPPE GRAAD 10
VRAESTEL 1 (FISIKA)

TABLE 1: PHYSICAL CONSTANTS/TABEL 1: FISIIESE KONSTANTES

NAME/NAAM	SYMBOL/SIMBOOL	VALUE/WAARDE
Acceleration due to gravity <i>Swaartekragversnelling</i>	g	9,8 m·s ⁻²
Speed of light in a vacuum <i>Spoe van lig in 'n vakuum</i>	c	3,0 x 10 ⁸ m·s ⁻¹
Planck's constant <i>Planck se konstante</i>	h	6,63 x 10 ⁻³⁴ J·s
Charge on electron <i>Lading op elektron</i>	e	-1,6 x 10 ⁻¹⁹ C
Electron mass <i>Elektronmassa</i>	m _e	9,11 x 10 ⁻³¹ kg

TABLE 2: FORMULAE/TABEL 2: FORMULES**MOTION/BEWEGING**

$v_f = v_i + a\Delta t$	$\Delta x = v_i\Delta t + \frac{1}{2}a\Delta t^2$
$v_f^2 = v_i^2 + 2a\Delta x$	$\Delta x = \left(\frac{v_f + v_i}{2}\right)\Delta t$

WORK, ENERGY AND POWER/ARBEID, ENERGIE EN DRYWING

$U = mgh$ or/of $E_p = mgh$	$K = \frac{1}{2}mv^2$ or/of $E_k = \frac{1}{2}mv^2$
$E_M = E_k + E_p$ or/of $E_M = K + U$	

WAVES, SOUND AND LIGHT/GOLWE, KLANK EN LIG

$v = f\lambda$	$T = \frac{1}{f}$
$E = hf$ or/of $E = h\frac{c}{\lambda}$	

ELECTROSTATICS/ELEKTROSTATIKA

$n = \frac{Q}{e}$	$Q = \frac{Q_1 + Q_2}{2}$
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ELECTRIC CIRCUITS/ELEKTRIESE STROOMBANE

$Q = I\Delta t$	$\frac{1}{R_p} = \frac{1}{R_1} + \frac{1}{R_2} + \dots$
$R_s = R_1 + R_2 + \dots$	$V = \frac{W}{q}$



ANSWER SHEET

Hand in this ANSWER SHEET together with the ANSWER BOOK.

NAME: _____

CLASS: _____

QUESTION 3.3