



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE/
NASIONALE
SENIOR SERTIFIKAAT**

GRADE/GRAAD 10

**PHYSICAL SCIENCES: PHYSICS (P1)
FISIESE WETENSKAPPE: FISIKA (V1)**

NOVEMBER 2017

MARKING GUIDELINES/NASIENRIGLYNE

MARKS/PUNTE: 150

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X895, PRETORIA 0001
2017 -11- 12
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

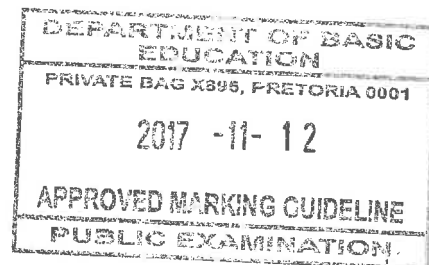
**These marking guidelines consist of 13 pages.
Hierdie nasienriglyne bestaan uit 13 bladsye.**

*Approved
Dayraugi
Internal Mod.
DBE -
2017.11.12*

*Chief Examiner
2017/11/12*

QUESTION/VRAAG 1

- | | | |
|------|-----|-------------|
| 1.1 | B✓✓ | (2) |
| 1.2 | C✓✓ | (2) |
| 1.3 | A✓✓ | (2) |
| 1.4 | D✓✓ | (2) |
| 1.5 | C✓✓ | (2) |
| 1.6 | C✓✓ | (2) |
| 1.7 | A✓✓ | (2) |
| 1.8 | C✓✓ | (2) |
| 1.9 | D✓✓ | (2) |
| 1.10 | D✓✓ | (2) |
| | | [20] |



QUESTION/VRAAG 2

- 2.1 The total distance travelled per total time ✓✓
Die totale afstand beweeg per totale tyd. ✓✓

OR/OF

The distance travelled divided by the total time ✓✓
Die afstand beweeg gedeel deur die totale tyd. ✓✓

(2)

- 2.2 Average speed/Gemiddelde speed = $\frac{\text{distance travelled/afstand}}{\text{time taken/tyd}}$ ✓

$$= \frac{(500 + 800)✓}{(30 \times 60)✓}$$

$$= 0,72 \text{ m} \cdot \text{s}^{-1} \quad ✓$$

(4)

2.3

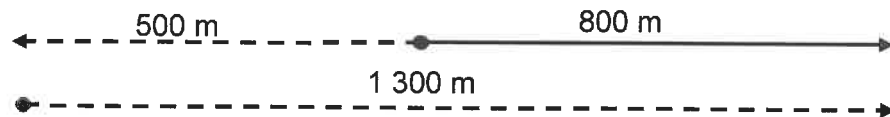
MARK ALLOCATION:

- ✓ 1 x correct scale length for 800 m
- ✓ 1 x arrow and
- ✓ 1 x 800 m

(3)

PUNTETOEKENNING:

- ✓ 1 x korrekte skaal vir 800 m
- ✓ 1 x pylpunt
- ✓ 1 x 800 m



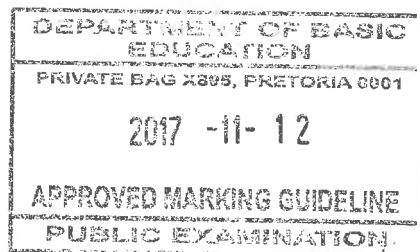
(3)

- 2.4 **POSITIVE MARKING FROM QUESTION 2.2**
POSITIEWE NASIEN VANAF VRAAG 2.2

Average speed/Gemiddelde speed = $\frac{\text{distance travelled/afstand}}{\text{time taken/tyd}}$ ✓

$$0,72✓ = \frac{(500 + 500 + 1\,300)✓}{\text{time taken/tyd}}✓$$

$$t = 3\,194,44 \text{ s} \quad ✓$$

(4)
[13]

8
NE

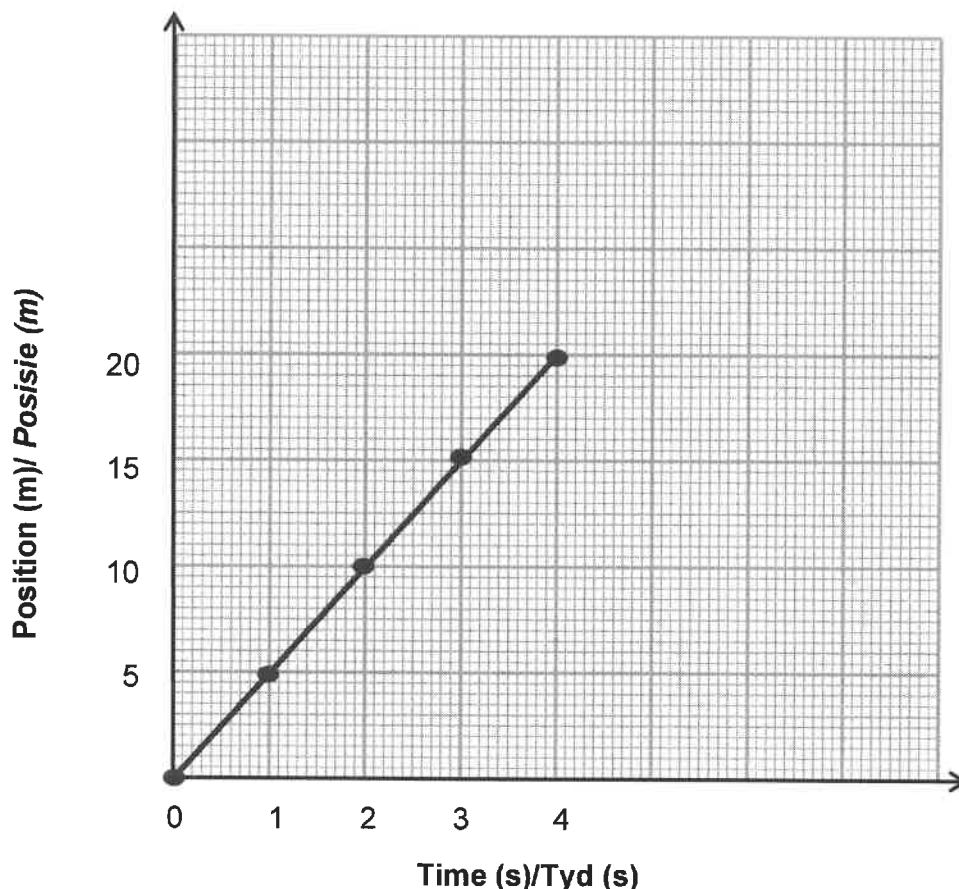
QUESTION/VRAAG 3

3.1 (Average) velocity ✓/(Gemiddelde) snelheid ✓ (1)

3.2.1 Time ✓/Tyd ✓ (1)

3.2.2 Position ✓/Posisie ✓ (Accept: Change in position/Aanvaar verandering in posisie)) (1)

3.3

**MARK ALLOCATION:**

- ✓ 1 x correct y-axis label and unit
- ✓ 1 x correct x-axis label and unit
- ✓✓ 2 x points plotted and joined
- ✓ 1 x shape of graph

PUNTETOEKENNING:

- ✓ 1 x y-as benoem en eenheid
- ✓ 1 x x-as benoem en eenheid
- ✓✓ 2 x punte geplot en verbind
- ✓ 1 x vorm van grafiek

(5)

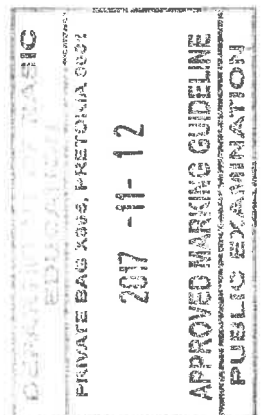
3.4 Gradient/Helling = $\frac{\Delta y}{\Delta x}$ ✓

$$= \frac{20 - 5}{4 - 1} \checkmark$$

$$= 5 \text{ (m} \cdot \text{s}^{-1}) \checkmark$$

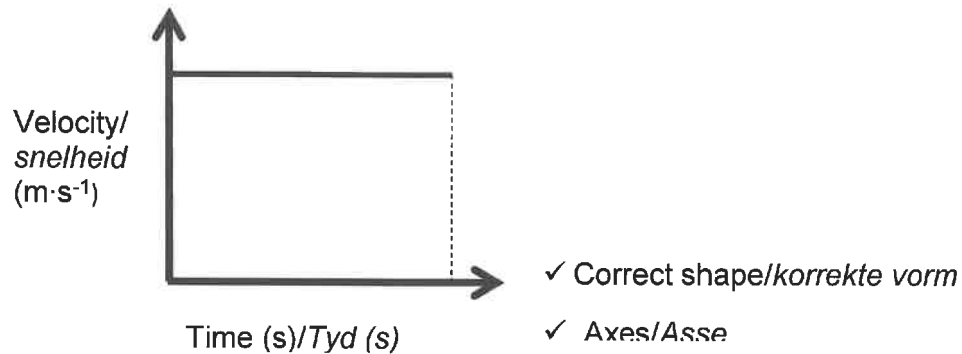
Accept: other sets of values/Aanvaar: enige stel korrekte waardes

(4)



KE
S

3.5



(2)

- 3.6 The car has zero (acceleration) / $0 \text{ m} \cdot \text{s}^{-2}$ ✓✓ as its velocity is constant.
 Die motor het geen versnelling / $0 \text{ m} \cdot \text{s}^{-2}$ ✓✓✓ nie as gevolg van 'n konstante snelheid.

(2)

[16]**QUESTION/VRAAG 4**

- 4.1 Rate of change of velocity ✓✓ / Tempo van verandering in snelheid ✓✓ (2)

- 4.2.1 $\Delta x = v_i \Delta t + \frac{1}{2} a \Delta t^2$ ✓
 $\Delta x = 0(2) + \frac{1}{2} (15)^2$ ✓
 $\Delta x = 30 \text{ m}$ ✓ (4)

- 4.2.2 **POSITIVE MARKING FROM QUESTION 4.2.1**
POSITIEWE NASIEN VANAF VRAAG 4.2.1

OPTION 1/OPSIE 1	OPTION 2/OPSIE 2
$v_f^2 = v_i^2 + 2a\Delta x$ ✓ $v_f^2 = 0^2 + 2(15)(30)$ ✓ $v_f = 30 \text{ m} \cdot \text{s}^{-1}$ to the right ✓/regs	$v_f = v_i + a\Delta t$ $= 0 + 15 \times 2$ ✓ $v_f = 30 \text{ m} \cdot \text{s}^{-1}$ to the right ✓/regs
OPTION 3/OPSIE 3	
$\Delta x = \left(\frac{v_i + v_f}{2} \right) \Delta t$ ✓ $30 = \left(\frac{0 + v_f}{2} \right) 2$ ✓ $v_f = 30 \text{ m} \cdot \text{s}^{-1}$ to the right ✓/regs	

Accept: To the right/East/In the direction of motion**Aanvaar:** Regs/Oos/In die bewegingsrigting

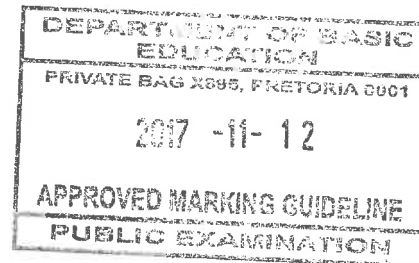
(4)

- 4.3 When following a car, a motorist should keep a safe distance such that it takes more than 2s ✓ to reach the same position ✓ as the car in front.
 Motoriste moet 'n veilige afstand tussen ander voertuie handhaaf, sodat dit meer as 2 sekondes ✓ sal neem om dieselfde posisie ✓ as die voertuig voor jou te bereik.

(2)

OR/OF

The car will need 2 s to stop in an emergency and not hit the car in front. ✓✓
 Die motor het 2 sekondes nodig om in 'n noodsituasie tot stilstand te kom, sonder om die voertuig voor jou te stamp. ✓✓



- 4.4 Convert $90 \text{ km} \cdot \text{h}^{-1}$ into $\text{m} \cdot \text{s}^{-1}$ / Skakel $90 \text{ km} \cdot \text{h}^{-1}$ om na $\text{m} \cdot \text{s}^{-1}$

$$\frac{90 \text{ km}}{1 \text{ h}} = \frac{90 \times 10^3}{3600} = 25 \text{ m} \cdot \text{s}^{-1} \checkmark \checkmark$$

OPTION 1/OPSIE 1:

$$\Delta x = v_i \Delta t + \frac{1}{2} a \Delta t^2 \checkmark$$

$$\Delta x = (25)(2) \checkmark + \frac{1}{2} (0) 2^2 \checkmark$$

$$\Delta x = 50 \text{ m} \checkmark$$

OPTION 2/OPSIE 2:

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

$$\Delta x = \left(\frac{25 + 25}{2} \right) \checkmark (2) \checkmark$$

$$\Delta x = 50 \text{ m} \checkmark$$

(6)

- 4.5 **POSITIVE MARKING FROM QUESTION 4.4**
POSITIEWE NASIEN VANAF VRAAG 4.4

$$\frac{108 \text{ km}}{1 \text{ h}} = \frac{108 \times 10^3}{3600} = 30 \text{ m} \cdot \text{s}^{-1} \checkmark$$

Difference in speed/Verskil in speed: $30 - 25$
 $= 5 \text{ m} \cdot \text{s}^{-1} \checkmark$

Car has to travel 30 m ($80 - 50$) at $5 \text{ m} \cdot \text{s}^{-1}$ to be at a 2 second distance behind the truck. Therefore: distance = (v) (t) ✓

$$30 \checkmark = (5) (t)$$

$$t = 6 \text{ s} \checkmark$$

Motor moet 30 m ($80 - 50$) teen $5 \text{ m} \cdot \text{s}^{-1}$ ry om 2 sekonde-afstand agter trek te wees. Daarom: afstand = (v) (t) ✓

$$30 \checkmark = (5) (t)$$

$$t = 6 \text{ s} \checkmark$$

(5)

[21]

QUESTION/VRAAG 5

- 5.1 The energy an object has as a result of its motion. ✓✓
 Die energie wat 'n voorwerp het as gevolg van sy beweging. ✓✓

(2)

5.2 $E_p = mgh \checkmark$
 $= 72 \times 9,8 \times 100 \checkmark$
 $= 70\,560 \text{ J} \checkmark$

(3)

- 5.3 The sum of the gravitational potential energy and kinetic energy ✓ in an isolated

(2)

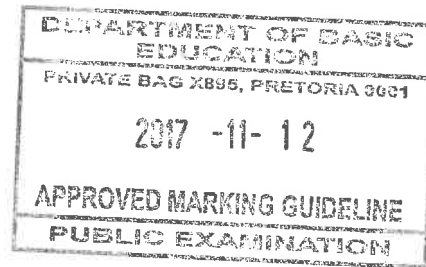
system is constant. ✓

Die som van die gravitasie-potensiële energie en kinetiese energie ✓ in 'n geïsoleerde/geslote stelsel bly behoue/konstant. ✓

OR/OF

The total mechanical energy of an isolated system remains constant. ✓✓

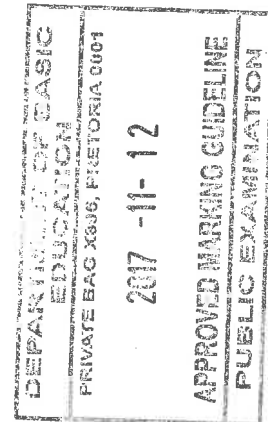
Die totale meganiese energie in 'n geïsoleerde/geslote stelsel bly behoue/konstant. ✓✓



Jhe

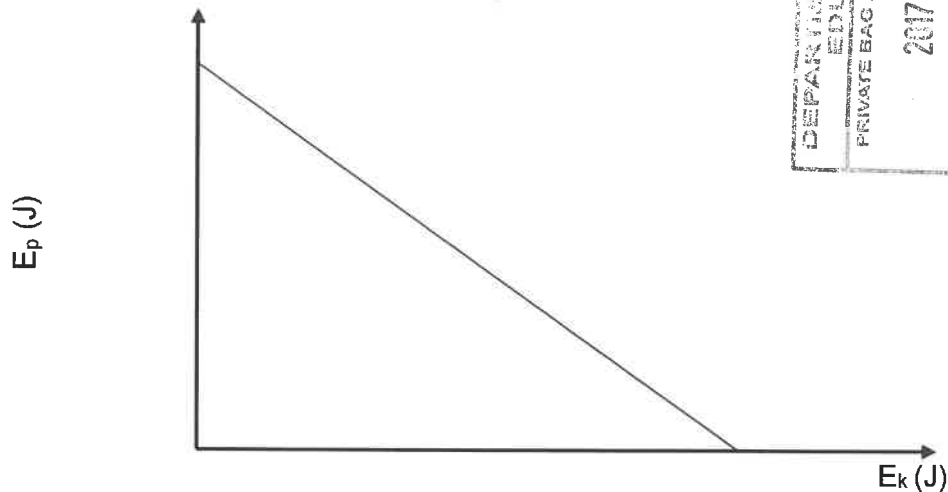
5.4 **POSITIVE MARKING FROM QUESTION 5.2**
POSITIEWE NASIEN VANAF VRAAG 5.2

$$\begin{aligned}
 (E_p + E_k)_{\text{top/bo}} &= (E_p + E_k)_{\text{bottom/onder}} \\
 mgh + 0 &= mgh + \frac{1}{2}mv^2 \\
 70\,560 \checkmark &= (72)(9,8)(50) \checkmark + \frac{1}{2} \times 72 \times v^2 \checkmark \\
 v &= 31,3 \text{ m}\cdot\text{s}^{-1} \checkmark
 \end{aligned}$$



(5)

5.5



Marking criteria for graph Nasienkriteria vir grafiek	
Axes with correct/appropriate labels Asse met korrekte/toepaslike byskrifte	✓
Straight line with decreasing slope Reguitlyn met afnemende helling Lines not touching (deduct a mark) Indien lyne nie die asse raak (trek een punt af)	✓✓

(3)
[15]**QUESTION/VRAAG 6**

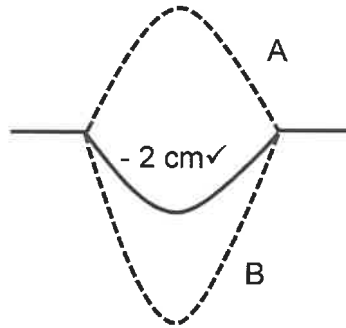
6.1 Superposition of pulses. ✓ Algebraic sum of the amplitudes of two pulses that occupy the same space at the same time. ✓✓

Accept: Interference of waves ✓ Phenomenon where the crest of one pulse overlaps with the trough of another, resulting in a pulse of reduced amplitude. ✓✓

Superposisie van pulse. ✓ Die algebraïese som van die amplitudes van twee pulse wat in dieselfde ruimte op dieselfde tyd is. ✓✓
 Aanvaar: Interferensie van pulse ✓ Die verskynsel waar die kruin van een puls kruis met die trog van 'n ander. Die gevolg is 'n pulse met 'n verminderde amplitude. ✓✓

(3)

6.2



(2)

(Shape/Vorm) ✓

6.3 Destructive (interference) ✓ / Destruktiewe (interferensie) ✓

(1)

6.4 Amplitude = (+4) + (-6)
 = 2 cm ✓✓ (Accept/Aanvaar: - 2 cm)
 (Marks/Punte: 2 or/of 0)

(2)

6.5 REMAINS THE SAME ✓ / BLY DIESELFDE ✓

(1)

[9]**QUESTION/VRAAG 7**

7.1 Sound with frequencies that are higher than what is audible to the human ear. ✓✓

Klank met frekwensies wat hoër is as wat vir die menslike oor hoorbaar is. ✓✓

(2)

7.2 $v = f \lambda$ ✓

$$1480 \checkmark = 130\,000 \lambda \checkmark$$

$$\therefore \lambda = 0,011 \text{ m} \checkmark$$

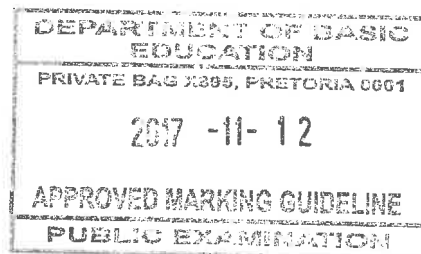
(4)

7.3 $\text{Speed/Speed} = \frac{\text{distance/afstand}}{\text{time/tyd}}$ ✓

$$1\,480 \checkmark = \frac{\text{distance/afstand}}{2 \checkmark}$$

$$\therefore \text{distance/afstand} = 2\,960 \text{ m} \checkmark$$

(4)



- 7.4
- The speed of sound in air is slower✓, as air is less dense ✓ and the particles are further apart.
Die spoed van klank in lug is stadiger✓ as in water, omdat lug minder dig is✓/is/deeltjies is verder van mekaar af.
- OR/ OF
- The speed of sound in sea water is faster✓, as sea water is denser ✓ and the particles are closer together.
Die spoed van klank in water is vinniger✓ as lug, omdat water meer dig is✓/die deeltjies nader aan mekaar is.
- 7.5
- Dolphins send out a sound frequency✓/Dolfyne stuur klankgolwe uit ✓
 - The sound reflects off the prey and returns to the dolphin✓
Die klank weerkaats vanaf die prooi terug na die dolfyn toe.✓
 - The dolphin estimates distance from prey by using time for echo to return✓
Die dolfyn skat dan die afstand tussen sy prooi en homself deur die tyd te gebruik wat die eggo geneem het om te weerkaats. ✓
- (3)
[15]

QUESTION/VRAAG 8

- 8.1.1 Infrared waves✓/Infrarooi golwe ✓ (1)
- 8.1.2 Radio waves **OR** microwaves✓/Radiogolwe **OF** mikrogolwe ✓ (1)
- 8.2.1 Packet of energy found in light✓✓
Pakkie energie wat in lig aangetref word. ✓✓ (2)
- 8.2.2
- | OPTION 1/OPSIE 1: | OPTION 2/OPSIE 2: |
|---|--|
| $c = f \times \lambda$ ✓
$3 \times 10^8 \checkmark = f \times 620 \times 10^{-9} \checkmark$
$\therefore f = 4,84 \times 10^{14} \text{ Hz}$
$E = hf$ ✓
$= 6,63 \times 10^{-34} \checkmark \times 4,84 \times 10^{14}$
$= 3,21 \times 10^{-19} \text{ J} \checkmark$ | $E = \frac{hc}{\lambda}$ ✓✓
$E = \frac{6,63 \times 10^{-34} \checkmark \times 3 \times 10^8}{620 \times 10^{-9} \checkmark}$ ✓
$E = 3,21 \times 10^{-19} \text{ J} \checkmark$ |
- (6)
- 8.2.3
- Laser light has high frequency and can penetrate soft tissues of humans✓
Laserlig het 'n hoër frekwensie✓ en kan sagte weefsel indring
 - This can lead to damage of eye tissue✓
Dit kan skade aan oogweefsel veroorsaak✓
- (2)
[12]

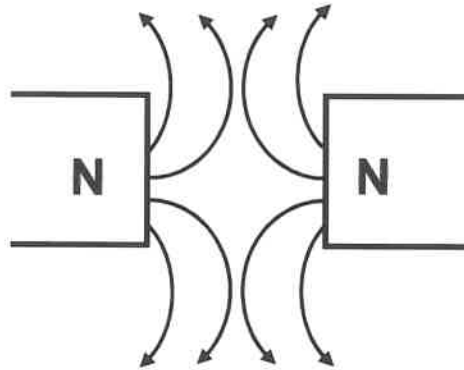
QUESTION/VRAAG 9

- 9.1 Magnetic field: A region in space where another magnet or ferromagnetic substance can experience a magnetic force. ✓✓

Magneetveld: 'n Gebied in die ruimte waar 'n magneet of ferromagnetiese materiaal 'n magnetise krag sal ondervind. ✓✓

(2)

9.2

**MARK ALLOCATION:**

- ✓ 1 x lines not touching
- ✓ 1 x curved magnetic lines
- ✓ 1 x field direction away from north

PUNTETOEKENNING:

- ✓ 1 x lyne raak nie
- ✓ 1 x vorm van magneetveldlyne
- ✓ 1 x veldrigting weg van die N-pool

(3)

- 9.3.1 Magnetic force is inversely proportional ✓ to the distance (or square of the distance) between two magnets. **OR** If the distance between the magnets increases, the force decreases.

*Magnetiese krag is omgekeerd eweredig ✓ aan die afstand tussen twee magnete. **OF** Indien die afstand tussen die magnete toeneem, sal die krag afneem.*

(1)

- 9.3.2 0,1 N ✓

(1)

- 9.3.3 10 cm ✓

(1)

[8]**QUESTION/VRAAG 10**

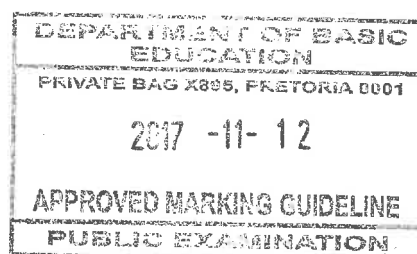
- 10.1 Neutral object: Has equal amount of both protons and electrons ✓
Charged object: Has either gained or lost electrons. ✓

*Neutrale voorwerp: Gelyke hoeveelhede protone en elektrone. ✓
Gelaaiete voorwerpe het elektrone gewen of verloor. ✓*

(2)

- 10.2 Gain ✓ / Bygevoeg ✓

(1)



8 16

10.3 $n = \frac{Q}{e} \checkmark$

$$n = \frac{3,5 \times 10^{-15}}{1,6 \times 10^{-19}} \checkmark$$

$$= 21875 \checkmark \text{ (electrons/elektrone)} \quad (3)$$

- 10.4.1 When the charged plastic ruler is brought closer to the uncharged pieces of paper, the paper is polarised. \checkmark The negative charges on the paper are repelled by the negative charges on the ruler. \checkmark This leaves the side of the paper closest to the ruler positive. \checkmark

Die stukkies papier word gepolariseer \checkmark sodra die gelaaiide liniaal nader gebring word. Die negatiewe ladings van die papiertjies word afgestoot \checkmark deur die negatief gelaaiide liniaal. Dit laat die kant van die papier wat na die liniaal toe wys positief \checkmark en die papier word aangetrek.

(3)

- 10.4.2 Photocopier \checkmark / Fotostaatmasjien \checkmark

Finger printing / Vingerafdrukke

Spray painting / Spuitverf

(Any one/Enige een)

(1)

[10]

QUESTION/VRAAG 11

- 11.1 Work done per unit charge by the source (battery) $\checkmark \checkmark$

Die arbeid verrig per eenheidslading deur die bron (battery) $\checkmark \checkmark$

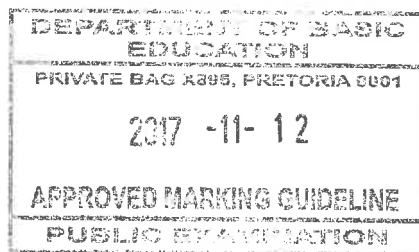
(2)

$$\begin{aligned} \frac{1}{R_p} &= \frac{1}{R_1} + \frac{1}{R_2} \\ &= \frac{1}{1,5} + \frac{1}{1,5} \checkmark \\ &= \frac{2}{3} + \frac{2}{3} \\ &= \frac{4}{3} \end{aligned}$$

$$\therefore R_p = \frac{3}{4} = 0,75 \, \Omega \checkmark$$

$$\begin{aligned} R_p &= \frac{R_1 \times R_2}{R_1 + R_2} \\ &= \frac{1,5 \times 1,5}{1,5 + 1,5} \checkmark \\ \therefore R_p &= 0,75 \, \Omega \checkmark \end{aligned}$$

- 11.3.1 1,5 A \checkmark



(2)

(1)

8 KE

11.3.2

$$V_T = V_1 + V_2$$

$$9 = V_1 + 2V_1 \checkmark$$

$$9 = 3V_1 \checkmark$$

$$V_1 = 3 \text{ V} \checkmark$$

Accept:/Aanvaar

$$V = IR \checkmark$$

$$V = 1,5(2) \checkmark$$

$$V = 3 \text{ V} \checkmark$$

(3)

11.4

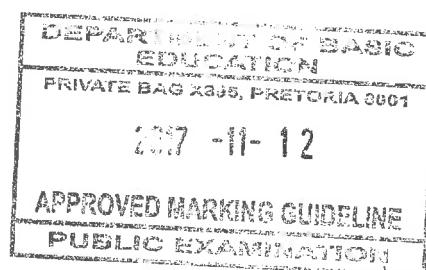
- INCREASE✓/TOENEEM✓
- If $1,5 \Omega$ resistor is added, the resistance of the whole circuit decreases ✓
Indien $1,5 \Omega$ resistor bygevoeg word, neem die totale weerstand van die stroombaan af. ✓
- Since $R \propto \frac{1}{I}$, if R decreases, \therefore V is constant and I of the circuit increases ✓
Aangesien $R \propto \frac{1}{I}$, indien R afneem en V konstant bly, sal I van die stroombaan toeneem. ✓

(3)

[11]

TOTAL/TOTAAL: 150

NOTE: Some provinces felt that 11.4 was an unfair question because it is not within the curriculum of grade 10 physical sciences. Therefore, these provinces can opt to exclude question 11.4 and mark the paper of the total of 147 and scale the total to 150.



Handwritten signature/initials



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOLERANCE RANGES 2017 NSC SUBJECTS

SUBJECT	Physical Science Grade 10					PAPER	1							
QUESTION NUMBER	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	
QUESTION TOTAL	20	13	16	21	15	9	15	12	8	10	11			
FINAL TOLERANCE RANGE PER QUESTION <i>Indicate the item at which the Tolerance Range will apply</i>				(4.3)		(6.2.2)	(7.4)			(10.4.1)				
							(7.5)							
	0	0	0	1	0	1	1 + 1	0	0	1				
FINAL TOLERANCE RANGE FOR QUESTION PAPER	5							TOTAL MARKS: 150						

APPROVED

DBE

DATE: 2017/11/2017

DEPARTMENT OF BASIC EDUCATION
PRIVATE BAG X695, PRETORIA 0001
2017 -11- 12
APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION