



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 CH₄
- B water vapour
- C H₂O
- 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

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D Kirk



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Education and climate change Samantha Govender, Mncedisi C Maphalala, Dumisani W. Mncube, 2025-06-15 The book highlights the critical yet often overlooked role of education in combating climate change. It advocates for a transformative educational framework that integrates social emotional learning and interdisciplinary collaboration. Traditional education which focuses solely on factual knowledge is deemed insufficient. Instead, education should foster empathy, provide hands-on experiences, and encourage active engagement in climate solutions. The book outlines various ways education can drive climate action, such as raising awareness, preparing individuals for green jobs, empowering communities, and fostering innovation in higher education. It highlights the interconnectedness of climate change and education, particularly for marginalised populations, showing how quality education can enhance both mitigation and adaptation strategies while supporting Sustainable Development Goal (SDG) 4 and SDG 13. Key chapters discuss successful initiatives such as the Keep it Cool Climate Change Education (KIC CCE) project in South Africa and offer strategies for integrating climate change education into subjects like Natural Sciences and Geography. Ultimately, the book positions education as a strategic tool for promoting sustainable development and building climate resilience. New research findings presented in the book connect education to climate change, highlighting education as both a tool to address climate issues and a domain affected by these issues. The book integrates empirical evidence, innovative theories, and practical examples to ensure intellectual integrity and academic rigour. It introduces a unique framework that emphasises social emotional learning, action-oriented teaching, and interdisciplinary collaboration. Case studies such as the KIC CCE initiative in South Africa illustrate these concepts. The book critiques traditional models and advocates for transformative approaches to climate education, aligning with SDG 4 (Quality Education) and SDG 13 (Climate Action). It also highlights the significance of teacher preparedness, community empowerment, gender equality, and innovation, providing valuable insights for scholars, policymakers, and practitioners addressing the climate crisis.

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Joint Volumes of Papers Presented to the Legislative Council and Legislative Assembly New South Wales.

Parliament,1906 Includes various departmental reports and reports of commissions Cf Gregory Serial publications of foreign governments 1815 1931 Resources in Education ,1981-02 *Annual Report* South Africa. Department of Education,2003

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