

SECTION B

ESSAY

1½ hours

[60 marks]

*Answer **eight** questions in all.*

Five questions from Part I and **three** questions from Part II.

PART I

[15 marks]

*Answer any **five** questions from this part.*

All questions carry equal marks.

1. (a) Define *strain*.
(b) A rubber band is stretched to twice its original length. Calculate the strain on the rubber band.
2. State **three** materials used for making optical fibres.
3. Name **three** classes of magnetic materials.
4. (a) What is an *intrinsic semiconductor*?
(b) Distinguish between the *p-type* and *n-type* semiconductors.
- 5.
6. A black body radiates maximum energy when its surface temperature T and the corresponding wavelength λ_{max} are related by the equation, $\lambda_{\text{max}} T = \text{constant}$. Given the values of the constant and surface temperature as $2.9 \times 10^{-3} \text{ mK}$ and 57°C respectively, Calculate the frequency of the energy radiated.
7. (a) What does the acronym *LASER* stand for?
(b) What is a *laser*?

(PART II)

[45 marks]

*Answer any **three** questions from this part.*

All questions carry equal marks.

8. (a) Define *uniform acceleration*.
(b) Forces act on a car in motion, list the:
(i) horizontal forces and their directions;
(ii) vertical forces and their directions,
(c) A car starts from rest and accelerate uniformly for 20s to attain a speed of 25 ms^{-1} . It maintains this speed for 30s before decelerating uniformly to rest. The total time for the journey is 60 s.
(i) Sketch a velocity-time graph for the motion,
(ii) Use the graph to determine the:
(a) total distance travelled by the car;
(b) deceleration of the car.

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WAEC in Review Benjamin Freeman Jr.,2014-11-07 WAEC in Review is a practical intervention strategy in transforming the weakening educational system of Liberia where academic excellence is unceasingly diminishing LIPACE Pilot Study Guide is not only a landmark achievement in the educational history of Liberia but a remarkable strive towards the proper preparation of Liberian students for future diets of the WAEC exam As a member of the National Committee of the West African Examinations Council and a Stakeholder in the Liberian Education System I wish to recommend the use of this study guide to adequately prepare each and every Liberian student for future examinations thereby setting the stage for an easy transition to the emerging West African Senior Secondary Examinations WASSCE I am explicitly confident that you will definitely find your journey through this guide very rewarding as you prepare to sit the next WAEC Exam David S Massaquoi Sr director of Education The Salvation Army Liberia Command Education Secretariat Our students sit the exam in constant fear of proctors and supervisors They know nothing about the exam and its structure and this fear lead to them failing massively We need to build the confidence level of our students and help them to study hard and understand the roles of proctors and supervisors to stop the intimidation during the exam Thanks to LIPACE and the Turning the Tide project we have helped our students achieved an amazing achievement for the first time in the history of Gbarpolu County where all senior students successfully passed the exam Lartey Bemah principal of Bopolu Public School 2012 2013 Gbarpolu County Liberia **West African Journal of Education** ,1971 **Physics for You** Keith Johnson,2001 The most popular series for GCSE has been updated to offer comprehensive coverage of the revised GCSE specifications Physics for You has been updated in line with the revised National Curriculum requirements **GCSE Physics for You** Keith Johnson,1986

School Science Practical Work in Africa Umesh Ramnarain,2020-06-01 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research informed practices on school science practical work The book highlights trends and patterns in the enactment and role of practical work across African countries Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry based learning which signals a definite paradigm shift from the traditional teacher dominated to a learner centered approach The book provides empirical research on approaches to practical work contextual factors in the enactment of practical work and professional development in teaching practical work This book will be of great interest to academics researchers and post graduate students in the fields of science education and educational policy *Artificial Intelligence in Education* Andrew M. Olney,Irene-Angelica Chounta,Zitao Liu,Olga C. Santos,Ig Ibert Bittencourt,2024-07-01 This book constitutes the refereed proceedings of the 25th International Conference on Artificial Intelligence in Education AIED 2024 held in Recife Brazil in July 8 12 2024 Proceedings The 49 full papers and

27 short papers presented in this book were carefully reviewed and selected from 334 submissions. The papers present results in high quality research on intelligent systems and the cognitive sciences for the improvement and advancement of education.

Handbook of Research on the Role of Human Factors in IT Project Management Misra, Sanjay, Adewumi, Adewole, 2019-09-27. The role humans play in the field of information technology continues to hold relevance even with the industry's rapid growth. People contribute heavily to the physical, cognitive, and organizational domain of computing, yet there is a lack of exploration into this phenomenon. Humanoid aspects of technology require extensive research in order to avoid marginalization and insufficient data. The *Handbook of Research on the Role of Human Factors in IT Project Management* is a collection of innovative research on the methods and applications of the task of human characteristics in the design and development of new technology. While highlighting topics including digitalization, risk management, and task analysis, this book is ideally designed for IT professionals, managers, support executives, project managers, managing directors, academicians, researchers, and students seeking current research on the dynamics of human influence in technological projects. *The National Bibliography of Nigeria*, 1994. *Nigerian Journal of Professional Teachers*, 2006.

Proceedings of the International Seminar: Misconceptions in Science and Mathematics, June 20-22, 1983, Cornell University, Ithaca, NY, USA, 1983. *My Years in the Early Peace Corps: Nigeria, 1964-1965* Sonja Krause Goodwin, 2021-09-17. In this book, Sonja Krause Goodwin recounts her experience joining the Peace Corps in 1964 and describes the training she underwent to teach in Nigeria at Columbia Teachers College in New York City. Goodwin tells readers about her service as a University teacher in physics while also serving as head of the Physics Department at Lagos University in Nigeria. She also describes her vacation travels during that time, mostly in Nigeria, including an attempt to climb Mt. Cameroon. She writes about her interactions with her students, her fellow University teachers, and other University employees, her fellow Peace Corps volunteers, and other expatriates and Nigerians whom she met under during her travels. Goodwin also delves into the politically motivated university crisis that led to the exodus from the university and Nigeria of almost all the expatriate teaching staff of the university, including the Peace Corps volunteers. She also discusses some of her work for the West African Examinations Council and the Aptitude Testing Unit in Lagos while waiting to be sent to another assignment for her second year in the Peace Corps. **Quality Services in Academic Libraries** Felicia Etim, 2016-06-25.

There is great consistency throughout these articles, research projects, management schemes, and standards in and out of librarianship. Does the repetition suggest that the lessons have not yet been learned? Rather, it may be that there is no new silver bullet or shortcut for academic libraries. Experience reveals that one may have the formal process without getting good results, and vice versa, the determining factor is whether the library staff, managers, and stakeholders define certain fundamental assumptions about the nature of the enterprise. All the above have in common the following underlying components: The careful definition of goals or of some kind of criteria against which success can be assessed. A focus on

meeting the needs of the users as defined by the library and the institution Leadership a commitment from the top conscious efforts at ensuring communication the provision of training and resources for the process of evaluation the active support of a process to promote shared values The involvement of all levels of staff in goal setting evaluation and the improvement of processes and services Integrating a process of evaluation that is continuous and adaptive whether that process is based on the framework of TQM strategic planning or another model

The British Library General Catalogue of Printed Books 1976 to 1982 British Library, 1983

Socioculturally Responsive Assessment Randy E. Bennett, Linda Darling-Hammond, Aneesha Badrinarayan, 2025-05-01 Socioculturally Responsive Assessment assembles the best available thinking from within and outside the educational measurement community about the theoretical foundations and systems level policy implications of formal assessment programs designed to be socioculturally responsive Synthesized from culturally responsive assessment design and practices culturally relevant pedagogy and funds of knowledge universal design for learning the learning sciences and other literatures this emerging concept affirms that students learning and performance is inextricably tied to the social cultural and linguistic contexts in which they live and develop knowledge Across four sections this book provides an argument and initial evidence for impact on students users and assessment quality offers guidance for implementation and examines the potential limitations pitfalls barriers and measurement issues that such programs will inevitably raise Scholars teaching faculty test developers and policymakers will come away with integral foundations new assessment approaches and a greater sense of the potential for positive impact that these assessments may afford

Data for Learning World Bank Group, 2017-09-21 Data are a crucial ingredient in any successful education system but building and sustaining a data system are challenging tasks Many countries around the world have spent significant resources but still struggle to accomplish a functioning Education Management Information System EMIS On the other hand countries that have created successful systems are harnessing the power of data to improve education outcomes Increasingly EMISs are moving away from using data narrowly for counting students and schools Instead they use data to drive system wide innovations accountability professionalization and most important quality and learning This broader use of data also benefits classroom instruction and support at schools An effective data system ensures that education cycles from preschool to tertiary are aligned and that the education system is monitored so it can achieve its ultimate goal producing graduates able to successfully transition into the labor market and contribute to the overall national economy Data for Learning Building a Smart Education Data System and its forthcoming companion volume shed light on challenges in building a data system and provide actionable direction on how to navigate the complex issues associated with education data for better learning outcomes and beyond Data for Learning details the key ingredients of successful data systems including tangible examples common pitfalls and good practices It is a resource for policy makers working to craft the vision and strategic road map of an EMIS as well as a handbook to assist teams and decision makers in avoiding common mistakes It is designed to provide the

how to and to guide countries at various stages of EMIS deployment A forthcoming companion volume will focus on digging deeper into the practical applications of education data systems by various user groups in different settings **Host**
Bibliographic Record for Boundwith Item Barcode 30112033788453 and Others ,2013 A - Airports British
Library,2012-05-21 No detailed description available for A Airports *Abacus* ,1986 **Index to Theses with Abstracts**
Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National
Academic Awards ,1988 **Junior Graphic** Mavis Kitcher (Mrs),2002-07-10

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1. All real numbers that are less than 23 or greater than or equal to 5. Write each set in roster form and in set-builder notation. Write a compound inequality that represents each phrase. Graph the solutions.

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