

Website

IB physics is offered to students taking SL (Standard Level) and HL(Higher Level) Physics are required to study the 80 hours of the 8 core topics. In addition to that, SL students will do any **two** options from A–G. The duration of each option is 15 hours. Students at HL are required to spend another 55 hours doing topic 9-14 (Advance Higher Level) and choice of any **two** options from E–J. The duration of each option is 22 hours.

Type	Level	Topic	Subtopic
Core	SL and HL	Topic 1: Physics and physical measurement	1.1 The realm of physics 1.2 Measurement and uncertainties 1.3 Vectors and scalars
		Topic 2 : Mechanics	2.1 Kinematics 2.2 Forces and dynamics 2.3 Work, energy and power 2.4 Uniform circular motion
		Topic 3 : Thermal physics	3.1 Thermal concepts 3.2 Thermal properties of matter
		Topic 4: Oscillations and waves	4.1 Kinematics of simple harmonic motion (SHM) 4.2 Energy changes during simple harmonic motion (SHM) 4.3 Forced oscillations and resonance 4.4 Wave characteristics 4.5 Wave properties
		Topic 5: Electric currents	5.1 Electric potential difference, current and resistance 5.2 Electric circuits
		Topic 6: Fields and forces	6.1 Gravitational force and field 6.2 Electric force and field 6.3 Magnetic force and field
		Topic 7: Atomic and nuclear physics	7.1 The atom 7.2 Radioactive decay 7.3 Nuclear reactions, fission and fusion
		Topic 8: Energy, power and climate change	8.1 Energy degradation and power generation 8.2 World energy sources 8.3 Fossil fuel power production 8.4 Non-fossil fuel power production 8.5 Greenhouse effect 8.6 Global warming
AHL	HL	Topic 9: Motion in fields	9.1 Projectile motion 9.2 Gravitational field, potential and energy 9.3 Electric field, potential and energy

			9.4 Orbital motion
		Topic 10: Thermal physics	10.1 Thermodynamics 10.2 Processes 10.3 Second law of thermodynamics and entropy
		Topic 11: Wave phenomena	11.1 Standing (stationary) waves 11.2 Doppler effect 11.3 Diffraction 11.4 Resolution 11.5 Polarization
		Topic 12: Electromagnetic induction	12.1 Induced electromotive force (emf) 12.2 Alternating current 12.3 Transmission of electrical power
		Topic 13: Quantum physics and nuclear physics	13.1 Quantum physics 13.2 Nuclear physics
		Topic 14: Digital technology	14.1 Analogue and digital signals 14.2 Data capture; digital imaging using charge-coupled devices (CCDs)
Options	SL	Option A: Sight and wave phenomena	A1 The eye and sight A2 Standing (stationary) waves A3 Doppler effect A4 Diffraction A5 Resolution A6 Polarization
		Option B: Quantum physics and nuclear physics	B1 Quantum physics B2 Nuclear physics
		Option C: Digital technology	C1 Analogue and digital signals C2 Data capture; digital imaging using charge-coupled devices (CCDs) C3 Electronics C4 The mobile phone system
		Option D: Relativity and particle physics	D1 Introduction to relativity D2 Concepts and postulates of special relativity D3 Relativistic kinematics D4 Particles and interactions D5 Quarks
	SL or HL	Option E: Astrophysics	E1 Introduction to the universe E2 Stellar radiation and stellar types

		<p>E3 Stellar distances E4 Cosmology Extension (HL only) E5 Stellar processes and stellar evolution E6 Galaxies and the expanding universe</p>
	Option F: Communications	<p>F1 Radio communication F2 Digital signals F3 Optic fibre transmission F4 Channels of communication Extension (HL only) F5 Electronics F6 The mobile phone system</p>
	Option G: Electromagnetic waves	<p>G1 Nature of EM waves and light sources G2 Optical instruments G3 Two-source interference of waves G4 Diffraction grating Extension (HL only) G5 X-rays G6 Thin-film interference</p>
HL only	Option H: Relativity	<p>H1 Introduction to relativity H2 Concepts and postulates of special relativity H3 Relativistic kinematics H4 Some consequences of special relativity H5 Evidence to support special relativity H6 Relativistic momentum and energy H7 General relativity H8 Evidence to support general relativity</p>
	Option I: Medical physics	<p>I1 The ear and hearing I2 Medical imaging I3 Radiation in medicine</p>
	Option J: Particle physics	<p>J1 Particles and interactions J2 Particle accelerators and detectors J3 Quarks J4 Leptons and the standard model J5 Experimental evidence for the quark and standard models J6 Cosmology and strings</p>

Calendar

Month	IB events	
	Jan 2007 Intake	June 2007/ June 2008
January	Preparation for Group 4 project	Preparation for Group 4 project Internal Assessment
February	1 st Evaluation Presentation of group 4 project	1 st Evaluation Presentation of group 4 project
March	Due date for all Internal Assessment	Internal Assessment
April	2 nd Evaluation	2 nd Evaluation Internal Assessment
May	Mid Year Examination	Mid Year Examination Internal Assessment
June	Complete Syllabus	Commencement of New Intake (June 2008)
July	Revision	Third Evaluation
August	Mock Examination	
September	Diagnostic Classes	
October	Final Examination	Final Examination
November	IB Examination	
December	School Holidays	

Aims and objectives

- developed a community who are competitive in experimental and data analysis skills through a wide range of experiments in the practical laboratories.
- been introduced to powerful tools for tackling a wide range of topics, including formal methods in classical and quantum physics;
- become familiar with additional relevant mathematical techniques;
- further developed their experimental skills through a series of whole-day experiments, which also illustrate major themes of the lecture courses.
- covered a wide range of topics in physics, with emphasis upon their practical applications and utility;
- further developed their practical skills through a series of experiments, some of which illustrate major themes of the lecture courses.
- substantially developed professional skills in experimental and/or theoretical physics or in Physics Education;
- had experience of independent work, including an introduction to aspects of research;
- had experience of the application of computers to physical problems;
- developed their communication skills.
- completed special courses designed to increase their understanding of the wide applicability of physics;
- become well prepared for a career in academic or industrial research.

Assessment

Each candidate will be assessed through the external assessment, which will be held at the end of the two year course and an internal assessment which is done throughout the course.

Internal Assessment (24 %)

The assessment is done by teacher based on laboratory reports and group 4 project. However, it will then be moderated by external examiner.

External Assessment (76 %)

Level	Component	Overall Weighting (%)	Duration (Hrs)	Format
Standard Level	Paper 1	20	$\frac{3}{4}$	30 multiple choice question
	Paper 2	32	$1 \frac{1}{4}$	Section A: one data-based question and several short-answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of three)
	Paper 3	24	1	Several short-answer questions in each of the two options studied (all compulsory)
Higher Level	Paper 1	20	1	40 multiple choice question
	Paper 2	32	$2 \frac{1}{4}$	Section A: one data-based question and several short-answer questions on the core and the AHL (all compulsory) Section B: two extended-response questions on the core and the AHL (from a choice of four)
	Paper 3	24	$1 \frac{1}{4}$	Several short-answer questions and one extended-response question in each of the two options studied (all compulsory)

Links to subject websites

MECHANICS

“Collection of applets for the Introductory Physics course at Cornell University”
<http://www.physics.cornell.edu/courses/p101-102/demo/>

“Applets written by Wolfgang Christian (Davidson College) for physics instruction”
http://www.usafa.af.mil/dfp/physics/webphysics/Physlet_examples/newoutline.html

“A collection of applets from Catholic Memorial High School”
<http://www.cath-mem.org/physics/Demos.htm>

“Applets from Prof Michael Fowler at the University of Virginia. The site also contains downloadable source codes.”
http://www.phys.virginia.edu/classes/109N/more_stuff/Applets/home.html

“Collection of applets from Georgia Institute of Technology”
<http://www.cc.gatech.edu/scivis/education/demo1c.html>

“Collection of applets from Mississippi State University”
<http://webphysics.ph.msstate.edu/jc/library/>

“The Pendulum Lab by Franz-Josef Elmer of the University of Basel. Through computer experiments on pendula, user learns the basic issues like harmonic oscillator, resonance, nonlinear dynamics, and chaos.”
<http://monet.physik.unibas.ch/%7Eelmer/pendulum/index.html>

"Illustrates Newtonian mechanics by simulating a pool table, user selects placement and size of balls and then shoots the cue in some direction"
<http://andyhot.di.uoa.gr:8080/Java/Balls/Balls.html>

"Simulates a pool ball hitting a rail"
<http://www.marshall.edu/physics/billiards.htm>

"Interactive simulation of classic ball and string toy"
<http://massey.dur.ac.uk/tw/cool.html>

“Collision of two circular objects in two-dimension space”
<http://www.phy.ntnu.edu.tw/java/collision2D/collision2D.html>

“Collections of applets from Appleby College”
<http://www.geocities.com/CapeCanaveral/Hall/6645/#Beat%20Frequency>

“These applets let you study simple physical systems.”
<http://lectureonline.cl.msu.edu/~mmp/applist/applets.htm>

“Applets on the topic of mechanics”
<http://www.phschool.com/science/cpsurf/mechanics/1simu.html>

GRAVITY

"Collection of applets from Georgia Institute of Technology"
<http://www.cc.gatech.edu/scivis/education/demo1c.html>

"Kepler's second law"
<http://lpc1.clpccd.cc.ca.us/lpc/physics/resources.htm#gravity>

"Interactive experiment in Gravity. An "experiment" for testing the universality of gravity and an applet demonstrating general relativity."
<http://www.fourmilab.to/gravitation/>

OPTICS

"A collection of applets from Catholic Memorial High School"
<http://www.cath-mem.org/physics/Demos.htm>

"Collection of applets for the Introductory Physics course at Cornell University"
<http://www.physics.cornell.edu/courses/p101-102/demo/>

"Collection of applets from Georgia Institute of Technology"
<http://www.cc.gatech.edu/scivis/education/demo1c.html>

"Lens, reflection, refraction and Huygen's Principle"
<http://lpc1.clpccd.cc.ca.us/lpc/physics/resources.htm#optics>

"Single-slit diffraction"
<http://phys.educ.ksu.edu/vqm/html/singleslit.html>

"Double-slit diffraction"
<http://phys.educ.ksu.edu/vqm/html/doubleslit/index.html>

"Interference applet. This Java applet demonstrates the Double Slit Experiment."
<http://vsg.quasihome.com/interfer.htm>

"Collection of applets from Mississippi State University"
<http://webphysics.ph.msstate.edu/jc/library/>

"Collection of applets from National Taiwan Normal University."
<http://www.phy.ntnu.edu.tw/java/>

"Collections of applets from Appleby College"
<http://www.geocities.com/CapeCanaveral/Hall/6645/#Beat%20Frequency>

THERMAL PHYSICS

“Collection of applets from Paul Falstad”
<http://www.falstad.com/mathphysics.html>

"Several simulation applets which can be used to teach the statistical foundations of thermal physics in introductory physics courses."

<http://phya.snu.ac.kr/~kcllee/howto/>

“Collection of applets from Mississippi State University”
<http://webphysics.ph.msstate.edu/jc/library/>

“Collection of applets from National Taiwan Normal University.”
<http://www.phy.ntnu.edu.tw/java/>

“Simulates the flow of heat in a 2-dimensional domain”
<http://www.math.utah.edu/~veronese/heat.html>

STATISTICAL MECHANICS

"Explains and demonstrates the physics of a Brownian motor that seems to violate the Second Law of Thermodynamics "

<http://monet.physik.unibas.ch/~elmer/bm/index.html>

"Explanation and simulation of a gas moving towards and passing around a barrier"

<http://www.csa.ru/mclab/tryJava/DSMC/>

"Explains the idea of statistical physics through the example of the magnetic spins of an array of particles"

http://www.phy.syr.edu/courses/ijmp_c/Ising.html

<http://www.cc.gatech.edu/scivis/education/java/catterall/1/ising.html>

"An applet simulates the evolution of an ideal gas and shows a graph of its speed distribution"

http://comp.uark.edu/~jgeabana/mol_dyn/KinThI.html

"Applet illustrating the Browning motion of an initial collection of particles positioned at a single location"

<http://www.geocities.com/piratord/browni/Difus.html>

"Detailed explanation and illustration of color and how it is displayed on a computer monitor"

<http://home.att.net/~rocq/SIHwheel.html>

ELECTRICITY & MAGNETISM

“Lecture online: Collection of applets from Michigan State University”

<http://ippex.pppl.gov/interactive/electricity/>

"A collection of applets from Catholic Memorial High School"

<http://www.cath-mem.org/physics/Demos.htm>

"Collection of applets from Georgia Institute of Technology"

<http://www.cc.gatech.edu/scivis/education/demo1c.html>

“Charged particle in a magnetic field”
<http://www.phys.hawaii.edu/%7Eteb/optics/java/partmagn/index.html>

“Visualizing electric field”
http://www.anu.edu.au/physics/courses/Physics2000/waves_particles/wavpart3.html

"Applets written by Wolfgang Christian (Davidson College) for physics instruction"
http://www.usafa.af.mil/dfp/physics/webphysics/Physlet_examples/newoutline.html

"Collection of applets from Mississippi State University"
<http://webphysics.ph.msstate.edu/jc/library/>

"Collection of applets from National Taiwan Normal University."
<http://www.phy.ntnu.edu.tw/java/>

"This applet illustrates non-relativistic motion of a positively charged particle in a region containing constant, uniform electric and magnetic fields."
<http://www3.adnc.com/~topquark/fun/JAVA/electmag/electmag.html>

"Collection of applets from Paul Falstad"
<http://www.falstad.com/mathphysics.html>

"Interactive simulation of many bodied systems of electric charges"
<http://www.dcc.uchile.cl/~sebrodri/JAVA/Proyecto/ProyectoI.html>

"Illustrates the energy density of a ferromagnetic particle"
<http://www.student.uni-kl.de/~mewes/magnet.e.html>

“Links to various applets around the world”
<http://home.planetinternet.be/~poolly/eng/part9.html>

"These applets let you study simple physical systems."
<http://lectureonline.cl.msu.edu/~mmp/applist/applets.htm>

SOUND

"Demonstrations of Sound Waves in Air"
<http://positron.ps.uci.edu/~dkirkby/music/html/demos/PlaneWave/>

"Collection of applets from Mississippi State University"
<http://webphysics.ph.msstate.edu/jc/library/>

"Collection of applets from Paul Falstad"
<http://www.falstad.com/mathphysics.html>

ELECTRONICS

“Operation of an operational amplifier”
<http://www.chem.uoa.gr/Applets/AppletOpAmps/OpAmps2.html>

“Semiconductor diode”
<http://www-g.eng.cam.ac.uk/mmg/teaching/linearcircuits/diode.html>
(http://www.mtmi.vu.lt/pfk/funkc_dariniai/diod/)

“N-channel Junction Field Effect Transistor (JFET)”
<http://www-g.eng.cam.ac.uk/mmg/teaching/linearcircuits/jfet.html>

“N-channel enhancement MOSFET.”
<http://www-g.eng.cam.ac.uk/mmg/teaching/linearcircuits/mosfet.html>

"Collection of applets for the Introductory Physics course at Cornell University"
<http://www.physics.cornell.edu/courses/p101-102/demo/>

"Collection of applets on semiconductor devices: JFET, MOSFET, etc"
<http://jas.eng.buffalo.edu/>

“Kirchoff’s law”
<http://www.phys.hawaii.edu/%7Eteb/optics/java/kirch3/index.html>

NUCLEAR PHYSICS

“Simulates a nuclear reaction in which 235U is the fissile isotope”
<http://library.thinkquest.org/17940/texts/java/Reaction.html?tqskip=1>

"These applets let you study simple physical systems."
<http://lectureonline.cl.msu.edu/~mmp/applist/applets.htm>

MODERN PHYSICS

"Applets written by Wolfgang Christian (Davidson College) for physics instruction"
http://www.usafa.af.mil/dfp/physics/webphysics/Physlet_examples/newoutline.html

“Collection of applets from Kansas State University”
<http://phys.educ.ksu.edu/vqm/>

“Heisenberg's (position-momentum) Uncertainty Principle.”
<http://thorin.adnc.com/~topquark/quantum/heisenbergmain.html>

“Applets illustrating quantum mechanical processes”
<http://www3.adnc.com/~topquark/quantum/quantumapplets.html>

"Collection of applets from Mississippi State University"
<http://webphysics.ph.msstate.edu/jc/library/>

"Collection of applets from Paul Falstad"
<http://www.falstad.com/mathphysics.html>

"Gives the basics of special relativity and illustrates the concepts by presenting an applet that helps to resolve the Twin Paradox"
<http://physics.syr.edu/courses/modules/LIGHTCONE/java/TwinParadox.html>

"These applets let you study simple physical systems."
<http://lectureonline.cl.msu.edu/~mmp/applist/applets.htm>

<http://www.phys.ksu.edu/perg/vqm/software/>

<http://www.phschool.com/science/cpsurf/atomic-nuclear/6simu.html>

OSCILLATIONS AND WAVES

“Pendulum”

<http://www.phys.hawaii.edu/%7Eteb/optics/java/pend1/index.html>

“Pendulum”

<http://www.phys.hawaii.edu/%7Eteb/optics/java/pend2/index.html>

“Superposition of traveling waves”

http://webphysics.davidson.edu/Applets/Superposition/Superposition_EX.html

“Doppler effect”

<http://www.colorado.edu/physics/2000/applets/doppler.html>

"Collection of applets from Georgia Institute of Technology"

<http://www.cc.gatech.edu/scivis/education/demo1c.html>

"Applets written by Wolfgang Christian (Davidson College) for physics instruction"

http://www.usafa.af.mil/dfp/physics/webphysics/Physlet_examples/newoutline.html

“Bohr theory of the hydrogen atom”

<http://modern.physics.virginia.edu/course/simulations/sims04.html>

"Collection of applets from Mississippi State University"

<http://webphysics.ph.msstate.edu/jc/library/>

"Collection of applets from National Taiwan Normal University."

<http://www.phy.ntnu.edu.tw/java/>

"Collection of applets from Paul Falstad"

<http://www.falstad.com/mathphysics.html>

"Collections of applets from Appleby College"

<http://www.geocities.com/CapeCanaveral/Hall/6645/#Beat%20Frequency>

"These applets let you study simple physical systems."

<http://lectureonline.cl.msu.edu/~mmp/applist/applets.htm>

“Demonstration of group velocity”

http://www.ee.mu.oz.au/staff/summer/applets/group_velocity.html

BIOPHYSICS

<http://www.physics.uoguelph.ca/biophysics/>

GAMES

"A game involving lasers and atoms, the underlying physics is hinted at in the instructions and implied by the play of the game"

<http://kaluza.physik.uni-konstanz.de/marzlin/games/lasrmain.html>

"particle physics"

<http://www-ed.fnal.gov/projects/labyrinth/games/index1.html?name=>

"Geiger Counter"

http://www-ed.fnal.gov/projects/labyrinth/games/ghostbustin/geiger_counter/geiger.html

"Fundamental forces of nature"

http://www-ed.fnal.gov/projects/labyrinth/games/lawnorder/four_forces/four_forces.html

"Standard Model of particle physics"

http://www-ed.fnal.gov/projects/labyrinth/games/lawnorder/standard_model/baryon_table.html

"Particle Families"

http://www-ed.fnal.gov/projects/labyrinth/games/lawnorder/particle_families/activity.html

"Wafer Maker: growing silicon crystals to make transistors"

<http://www.pbs.org/transistor/interactives/index.html>

"Laser Battle Game: using laser weapon to shoot down incoming missiles"

<http://www.school-for-champions.com/science/laserbattle.htm>

http://www.sc.ehu.es/sbweb/fisica/Introduccion/fisica/ginebra_00/ginebra_00.htm

RESEARCH

"Ising model"

<http://www.cp.tn.tudelft.nl/research/ising/>

"Spin waves on a two-dimensional lattice"

http://www.cc.gatech.edu/scivis/education/java/hurben/New_Folder/swaves3.htm

"NANOTUBES & BUCKYBALLS"

<http://nanotech-now.com/nanotube-buckyball-sites.htm>

Secondary Level

"Collection of applets on optics"

<http://home.planetinternet.be/~poolly/eng/part4.html>

"Writing Assignments"

<http://www.socsd.k12.ny.us/tzhs/WebPhysics.htm>

"mechanics"

http://www.usafa.af.mil/dfp/physics/webphysics/Physlet_examples/newoutline.html

EXPERIMENTS

<http://www.ph.utexas.edu/~phy-demo/>

<http://www.mip.berkeley.edu/physics/physics.html>

<http://phun.physics.virginia.edu/demos/nitrogen.html>

<http://physics.wm.edu/UnderGrad/Demonstrations/mainpage.html>

LINKS

"free-software to produce multiple-choice test"

<http://web.uvic.ca/hrd/halfbaked/>

"An interactive journey through modern physics. Have fun learning visually and conceptually about 20th century science and high-tech devices."

<http://www.colorado.edu/physics/2000/index.pl>

"Molecular Visualization Tools"

http://www.indiana.edu/~cheminfo/ca_mvts.html

"Periodic Table"

http://www.chemistrycoach.com/periodic_tables.htm

"The site lists many useful links"

<http://www.hannibal.cnyric.org/TeacherWebs/Cburch/CoolLinks.htm>

"Outline of the course"

Open Resources:

<http://rsb.info.nih.gov>

<http://www.cabrillo.edu>

<http://www.lsw.com/videopoint>

7 Reasons Why Taking Physics is Important

1. Most modern technology came from physics. Any technology involving electricity, magnetism, mechanics, heat, light, sound, optics, etc. comes from physics. Even though the basic knowledge required to discover fertilizers, drugs, plastics, and chemicals comes from chemistry and in some cases biology, all of these items have to be manufactured, and manufacturing is dominated by physics-based technology.

2. Most branches of sciences contain principles obtained from physics. Like technology, it is hard to find a branch of science which does not contain some physics-related aspect such as electricity, magnetism, mechanics, heat, light, sound, optics, etc. Chemistry in particular becomes indistinguishable from physics when delving into the atomic model. Physics has been called the most basic science and in many cases it is required in order to understand concepts in other sciences.

3. College recruiters recognize the value of physics classes. College recruiters tend to be favorably impressed by transcripts containing challenging classes like physics. They know it is relatively easy to attain a high GPA by taking a light course load. Success in high school physics is considered a sign of academic maturity and ability. Some technically oriented college programs will deny entrance to students who have not taken high school physics.

4. College success for virtually all science, computer, engineering, and premedical majors depends on passing physics. College level physics is a required course for all of these majors. Engineering is almost entirely applied physics. Pre-medicine majors are typically required to take the same number of physics as biology classes! Also, about 25% of the science knowledge required for the MCAT (Medical College Admission Test) is based on physics. College physics courses for freshman often have 200 or more students in them and can be impersonal. They move at a fast pace and have a high failure rate. Some colleges will not allow a student to take college level physics unless they have had high school physics. Studies (ref 2,4) indicate that a high quality high school physics course helps significantly reduce the failure rate in college-level physics. These studies suggest that students with a high school physics course score on average about one letter grade higher in college physics than students with no high school physics background. Students themselves typically indicate that high school physics is a significant factor in their ability to handle college-level physics material.

5. Physics classes hone thinking skills. Physics is one of the few high school-level class which requires both high level mathematical and verbal skills. All problems in physics are word problems which require students to think logically, use analogies, and deal with subtle shades of meaning as well as use mathematics. Physics courses teach students to think, a valuable skill apart from the knowledge content of physics. For example, the law school entrance exam LSAT requires no particular physics content knowledge, however, about 67% of an applicant's score depends on answering logical reasoning and logic game questions.

6. The job market for people with skills in physics is strong. Engineers are applied physicists and comprise the second largest profession in America (second only to teaching) with about 1.4 million members. By comparison, there are about 500 thousand medical doctors and only around 100 thousand biologists. However, even medical doctors and most biologists have to take college-level physics courses. Knowledge of physics is a prerequisite for many forms of employment.

7. A knowledge of physics is needed to understand music, art, and literature. Physics is the science which deals with sound. It is impossible to understand how instruments work or to build a theory of music without resorting to physics. Einstein, for instance, was an accomplished violinist. Physics is also the science of light. What could be more basic to an understanding of art? Leonardo da Vinci was not only a great artist but also an outstanding physicist. He was one of the first physicists to develop a wave theory of light. Clearly physicists have been influenced by literary figures. The physics term *quark* was taken from James Joyce and the term *boojums* from Lewis Carroll (ref 12). By the same token, many commonly used expressions in our everyday language come from physics. These include *quantum leap*, *free fall*, *light years*, *black holes*, *resonance*, and *being on the same wave length*. Many authors have used allusions to

physics in their literary works. William Faulkner, for example, used the symbolism of time dilation in *The Sound and the Fury*. John Updike and a host of other poets have used physics metaphors in their work. The arts and humanities cannot be fully understood without some background in physics.

Taken from <http://www.intuitior.com>.

Sri KDU Physics FUN! (pictures in the selected pictures folder)

- 1. What happens when you drop an egg from a building?**
- 2. Rocket shooting!**
- 3. Catapult competition (“Coast clear!!!!....”)**