

NOTE:

- If a candidate answers a question TWICE, only mark the FIRST attempt.
- Consistent accuracy applies in all aspects of the marking memorandum.

LET WE:

- Indien 'n kandidaat 'n vraag TWEE keer beantwoord, merk slegs die EERSTE poging.
- Volgehoue akkuraatheid is DEURGAANS op ALLE aspekte van die memorandum van toepassing.

QUESTION/VRAAG 1

1.1.1	$(x+4)(x-5) = 0$ $\therefore x = -4 \text{ or } x = 5$	✓ factors/faktore ✓ answers/antwoorde (2)
1.1.2	$2x^2 - 11x + 7 = 0$ $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ $= \frac{-(-11) \pm \sqrt{(-11)^2 - 4(2)(7)}}{2(2)}$ $= 4,77 \text{ or } 0,73$ <p>OR/OF</p> $2x^2 - 11x + 7 = 0$ $x^2 - \frac{11}{2}x + \frac{7}{2} = 0$ $x^2 - \frac{11}{2}x + \left(\frac{1}{2} \cdot \frac{11}{2}\right)^2 + \frac{7}{2} - \left(\frac{1}{2} \cdot \frac{11}{2}\right)^2 = 0$ $\left(x - \frac{11}{4}\right)^2 + \frac{7}{2} - \frac{121}{16} = 0$ $\left(x - \frac{11}{4}\right)^2 = \frac{121 - 56}{16}$ $x - \frac{11}{4} = \pm \sqrt{\frac{65}{16}}$ $\therefore x = \frac{11}{4} + \frac{\sqrt{65}}{4} \quad \text{or} \quad x = \frac{11}{4} - \frac{\sqrt{65}}{4}$ $x = 4,77 \quad \quad \quad x = 0,73$	✓ substitution into correct formula/substitusie in korrekte formule ✓ 4,77 ✓ 0,73 (3)
		✓ correct completion of the square/korrekte voltooiing van die vierkant ✓ 4,77 ✓ 0,73 (3)

2015 Supplementary Maths Literacy

Tannys Williams



2015 Supplementary Maths Literacy:

Preparing to Teach in Secondary Schools: a Student Teacher's Guide to Professional Issues in Secondary Education Ian Abbott, Prue Huddleston, David Middlewood, 2019-01-28 The fourth edition of this informative accessible and intellectually engaging teacher training book provides a definitive guide for trainee and newly qualified secondary school teachers and their mentors The book has been fully updated to reflect the many changes in policy and practice including developments in the national curriculum PSHEE and SEN provision The latest edition covers topics such as how pupils learn assessment planning classroom communication and developing positive approaches to pupil behaviour The wide range of specialist contributors each bringing extensive first hand experience of teaching covers the core professional skills and concepts that new secondary school teachers need to acquire irrespective of their subject specialism or training route while the following key features of the book are Examples and illustrations from real classroom practice Details of current research Activities case studies and scenarios Ian Abbott Associate Professor Prue Huddleston Emeritus Professor and David Middlewood Research Fellow are all based at the University of Warwick's Centre for Education Studies UK **Handbook of Research on Student-Centered Strategies in Online Adult Learning Environments** Fitzgerald, Carlton J., Laurian-Fitzgerald, Simona, Popa, Carmen, 2018-06-08 As traditional classroom settings are transitioning to online environments teachers now face the challenge of using this medium to promote effective learning strategies especially when teaching older age groups Because adult learners bring a different set of understandings and skills to education than younger students such as more job and life experiences the one size fits all approach to teaching does not work thus pushing educators to create a student centered approach for each learner The Handbook of Research on Student Centered Strategies in Online Adult Learning Environments is an important resource providing readers with multiple perspectives to approach issues often associated with adult learners in an online environment This publication highlights current research on topics including but not limited to online competency based education nontraditional adult learners virtual classrooms in public universities and teacher training for online education This book is a vital reference for online trainers adult educators university administrators researchers and other academic professionals looking for emerging information on utilizing online classrooms and environments in student centered adult education *Research Anthology on Developing Effective Online Learning Courses* Management Association, Information Resources, 2020-12-18 In the current educational environment there has been a shift towards online learning as a replacement for the traditional in person classroom experience With this new environment comes new technologies benefits and challenges for providing courses to students through an entirely digital environment With this shift comes the necessary research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning motivation and success The optimization of these online tools requires a deeper look into curriculum instructional design teaching techniques and new models for

student assessment and evaluation Information on how to create valuable online course content engaging lesson plans for the digital space and meaningful student activities online are only a few of many current topics of interest for promoting student achievement through online learning The Research Anthology on Developing Effective Online Learning Courses provides multiple perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education This book includes topics focused on online learners online course content effective online instruction strategies and instructional design for the online environment This reference work is ideal for curriculum developers instructional designers IT consultants deans chairs teachers administrators academicians researchers and students interested in the latest research on how to create online learning courses that promote student success

Mathematical and Statistics Anxiety: Educational, Social, Developmental and Cognitive Perspectives Kinga Morsanyi,Irene Cristina Mammarella,Denes Szűcs,Carlo Tomasetto,Caterina Primi,Erin Anne Maloney,2017-01-19 Mathematical anxiety is a feeling of tension apprehension or fear which arises when a person is faced with mathematical content The negative consequences of mathematical anxiety are well documented Students with high levels of mathematical anxiety might underperform in important test situations they tend to hold negative attitudes towards mathematics and they are likely to opt out of elective mathematics courses which also affects their career opportunities Although at the university level many students do not continue to study mathematics social science students are confronted with the fact that their disciplines involve learning about statistics another potential source of anxiety for students who are uncomfortable with dealing with numerical content Research on mathematical anxiety is a truly interdisciplinary field with contributions from educational developmental cognitive social and neuroscience researchers The current collection of papers demonstrates the diversity of the field offering both new empirical contributions and reviews of existing studies The contributors also outline future directions for this line of research

The State of Broadband 2015 Broadband Commission,2015 Every year the ITU UNESCO Broadband Commission for Digital Development publishes its State of Broadband report to take the pulse of the global broadband industry and explore progress in broadband connectivity This report provides a global snapshot of where the telecommunications ICT industry stands with regards to fixed and mobile broadband deployment affordability and usage as well as the use of broadband for achieving development objectives including the Millennium Development Goals MDGs and Sustainable Development Goals SDGs It evaluates the take up and development of broadband around the world and tracks the Broadband Commissions targets It draws on the thought leadership of the Commission and its research into National Broadband Plans It also offers a range of perspectives on how to boost the roll out and adoption of broadband networks and services across developing countries

United States Code 2012 Edition Supplement V , **EFA 2015 National Review, Bangladesh** ,2015 Review of the progress made on the Education for All program undertaken by the Bangladesh government Process Data in Educational and Psychological Measurement, 2nd Edition Hong Jiao,Qiwei He,Bernard

Veldkamp, 2021-12-13 Publisher's note In this 2nd edition The following article has been added Jiao H He Q and Veldkamp BP 2021 Editorial Process Data in Educational and Psychological Measurement Front Psychol 12 793399 doi 10.3389/fpsyg.2021.793399 The following article has been added Reis Costa D Bolsinova M Tijnstra J and Andersson B 2021 Improving the Precision of Ability Estimates Using Time On Task Variables Insights From the PISA 2012 Computer Based Assessment of Mathematics Front Psychol 12 579128 doi 10.3389/fpsyg.2021.579128 The following article has been removed Minghui L Lei H Xiaomeng C and Potm ilc M 2018 Teacher Efficacy Work Engagement and Social Support Among Chinese Special Education School Teachers Front Psychol 9 648 doi 10.3389/fpsyg.2018.00648

Cognitive and Affective Factors in Relation to Learning Mikaela Nyroos, Johan Korhonen, Riikka Mononen, 2022-11-10 Both domain general e.g. working memory executive functions and domain specific e.g. number processing phonological processing cognitive factors have been found to predict learning in different age groups Likewise research has shown that various affective factors such as different emotions e.g. anxiety self concept and interest need to be considered when investigating individual differences in learning However few studies have investigated both cognitive and affective factors simultaneously in relation to learning In particular there is a lack of studies investigating the interplay i.e. moderation and mediation between cognitive and affective factors on learning The goal of this Research Topic is to deepen our knowledge on the relations between learning and both cognitive and affective factors in different age groups We aim to provide a broad scope of emerging areas in research on cognitive and affective factors especially related to academic learning e.g. mathematics reading and other school subjects Studies focusing simultaneously looking at the interplay of these constructs as well as longitudinally are of great interest Further we are interested in innovative study designs and recent advances in methodology in this field To promote quality education for all and equity in education cognitive and affective factors related to aspects of learning ranging from pre school to tertiary provision and inclusion of individuals with special educational needs are of interest

Associations between Reading and Mathematics: Genetic, Brain Imaging, Cognitive and Educational Perspectives Sarit Ashkenazi, Orly Rubinsten, Bert De Smedt, 2017-10-05 Converging evidence demonstrates a strong link between reading and mathematics multiple cognitive processes are shared between reading and mathematics including the representation and retrieval of symbolic information attention working memory and cognitive control Additionally multiple brain networks are involved in both math and reading and last common genetic factors might influence both reading and math Hence it comes as no surprise that there are meaningful associations between aspects of math and reading abilities Moreover comorbidity rates between math learning disabilities MD and reading disabilities RD are high up to 66% and prevalence rate of the comorbid condition is reported to be more common than the prevalence rate of isolated math learning disabilities Accordingly the goal of the research topic is to explore the underline mechanisms of this overlap between reading and math The research topic aims to include the following topics Genetics it has been found that both RD and MD are based on genetic factors and run in

families Moreover math problem solving shares significant genetic overlap with general cognitive ability and reading decoding whereas math fluency shares significant genetic overlap with reading fluency and general cognitive ability Hence this topic will explore the shared and unique genetic risk factors to RD and MD In addition to shared and unique genetic influence on reading and math Neural perspective converging evidence from both structural and multiple functional imaging studies involving a wide range of numerical tasks points to the intraparietal sulcus IPS as a core region that involve in quantity manipulation However several additional brain areas such as frontoparietal and temporoparietal areas were found to be involved in numerical tasks Individuals with MD show deficits in a distributed set of brain regions that include the IPS fusiform gyrus in posterior brain regions and pre frontal cortex regions Similarly converging evidence indicate that the left hemisphere regions centered in the fusiform gyrus temporoparietal cortex and pre frontal cortex regions are strongly involve in typical reading and present lower activity connectivity or abnormal structure in RD Thus there is a meaningful neural overlap between reading and math Hence the authors can submit empirical studies on the role of several of brain regions that are involved in math and reading commonality and diversity both in the typical and a typical development Cognitive factors that play role in mathematics and reading and comorbidity between RD and MD There is a long lasting debate whether MD and RD originate from unique cognitive mechanisms or not Multiple cognitive processes are shared between reading and mathematics Therefore impairments in any one of domain general skills could conceivably play an important role in both pure and comorbid conditions Moreover it has been suggested that phonological processing has a significant role in some aspects of numerical processing such as retrieval of arithmetical facts Education it will be interesting to look at the effect of interventions that aim to improve reading such as phonological awareness and there transfer effect on improving mathematical processing Alternatively it will be good to test whether math interventions will improve reading Acts Indiana,2015 **Models and Theories in Social Systems** Cristina Flaut,Šárka Hošková-Mayerová,Daniel Flaut,2018-10-12 This book concisely presents a broad range of models and theories on social systems Because of the huge spectrum of topics involving social systems various issues related to Mathematics Statistics Teaching Social Science and Economics are discussed In an effort to introduce the subject to a wider audience this volume part of the series Studies in Systems Decision and Control equally addresses the needs of mathematicians statisticians sociologists and philosophers The studies examined here are divided into four parts The first part Perusing the Minds Behind Scientific Discoveries traces the winding path of Syamal K Sen and Ravi P Agarwal s scholarship throughout history and most importantly the thought processes that allowed each of them to master their subject The second part covers Theories in Social Systems and the third discusses Models in Social Systems while the fourth and final part is dedicated to Mathematical Methods in the Social Sciences Given its breadth of coverage the book will offer inquisitive readers a valuable point of departure for exploring these rich vast and ever expanding fields of knowledge **Annual Report** South Africa. Department of Basic Education,2016 *Canadian Almanac*

& *Directory*, 2015 Tannys Williams, 2014-10 The Canadian Almanac Directory is the most complete source of Canadian information available cultural professional and financial institutions legislative governmental judicial and educational organizations Canada s authoritative sourcebook for al *Journal of the Senate of the State of Indiana* Indiana. General Assembly. Senate, 2016 Strategy for Financial Literacy in Uganda , 2013 **Journal of the Senate of the State of Indiana** , 2015 **Journal of Developmental Education** , 2017 *Books in Print Supplement* , 2002 **New Jersey Register** , 2015

Whispering the Strategies of Language: An Emotional Quest through **2015 Supplementary Maths Literacy**

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