

QUESTION 1

- 1.1 The number of road accidents increased from 365 to 754 in Johannesburg over two years.
- 1.1.1 Calculate the percentage by which it increased in those two years. Round off your answer to the nearest percentage. (2)
- 1.1.2 Calculate how many accidents will happen in another two years if the accident rate follows this trend. (2)
- 1.1.3 How would you try to reduce the number of accidents if you were employed at the traffic department? Provide one method. (1)
- 1.2 Calculate the petrol consumption in litres if a car uses 42,7 l of petrol to cover a distance of 425 km. Round your answer off to two decimal places. (2)
- 1.3 Eight men lay 3 200 bricks per day.
- 1.3.1 How many bricks will 7 men lay in one day? (2)
- 1.3.2 How many men are needed to lay 8 700 bricks in one day? (2)

P11

QUESTION 2

A car travels at a constant speed of 40 km/h.

- 2.1 Complete the table below on the answer sheet provided.

| Time (h) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|---|---|---|---|---|---|---|
| Distance (km) | | | | | | | |

(2)

- 2.2 Which variable is dependent and which is independent? (2)
- 2.3 Draw a line graph of the data in the table. Show all the points on the graph. Answer the question on the answer sheet provided. (2)

(2)

QUESTION 1

$$1.1.1 \frac{754 - 365}{365} \times 100 = 106,85\% \approx 107\% \text{ increase}$$

$$1.1.2 754 + \left(754 \times \frac{107}{100} \right) = 1561$$

1.1.3 (Any relevant answer)

Speed Bumps. / Install more traffic cameras.

$$1.2 \underline{425} \div 42,7 = 9,95 \text{ km/l}$$

$$1.3.1 8 : 320$$

1.3.2

QUESTION 2



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Colin Diver



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Biology & Botany Vol.-II YCT Expert Team , 2022 23 TGT PGT LT Grade GIC DIET ETC Biology Botany Vol II Chapter wise Solved Papers **Cambridge IGCSE® Mathematics Core and Extended Coursebook** Karen Morrison, Nick Hamshaw, 2018-03-15 This Cambridge IGCSE Mathematics Core and Extended series has been authored to meet the requirements of the Cambridge IGCSE Mathematics syllabus 0580 0980 for first examination from 2020 This second edition of Cambridge IGCSE Mathematics Core and Extended Coursebook offers complete coverage of the Cambridge IGCSE Mathematics 0580 0980 syllabus It contains detailed explanations and clear worked examples followed by practice exercises to allow students to consolidate the required mathematical skills The coursebook offers opportunities for checking prior knowledge before starting a new chapter and testing knowledge with end of chapter and exam practice exercises Core and Extended materials are presented within the same book and are clearly signposted to allow students to see the range of mathematics required for study at this level Answers are at the back of the book **Place, Not Race** Sheryll

Cashin, 2014-05-06 From a nationally recognized expert a fresh and original argument for bettering affirmative action Race based affirmative action had been declining as a factor in university admissions even before the recent spate of related cases arrived at the Supreme Court Since Ward Connerly kickstarted a state by state political mobilization against affirmative action in the mid 1990s the percentage of four year public colleges that consider racial or ethnic status in admissions has fallen from 60 percent to 35 percent Only 45 percent of private colleges still explicitly consider race with elite schools more

likely to do so although they too have retreated For law professor and civil rights activist Sheryll Cashin this isn't entirely bad news because as she argues affirmative action as currently practiced does little to help disadvantaged people The truly disadvantaged black and brown children trapped in high poverty environs are not getting the quality schooling they need in part because backlash and wedge politics undermine any possibility for common sense public policies Using place instead of race in diversity programming she writes will better amend the structural disadvantages endured by many children of color while enhancing the possibility that we might one day move past the racial resentment that affirmative action engenders In Place Not Race Cashin reimagines affirmative action and champions place based policies arguing that college applicants who have thrived despite exposure to neighborhood or school poverty are deserving of special consideration Those blessed to have come of age in poverty free havens are not Sixty years since the historic decision we're undoubtedly far from meeting the promise of Brown v Board of Education but Cashin offers a new framework for true inclusion for the millions of children who live separate and unequal lives Her proposals include making standardized tests optional replacing merit based financial aid with need based financial aid and recruiting high achieving students from overlooked places among other steps that encourage cross racial alliances and social mobility A call for action toward the long overdue promise of equality Place Not Race persuasively shows how the social costs of racial preferences actually outweigh any of the marginal benefits when effective race neutral alternatives are available [November 2019 Monthly Current Affairs with MCQs for Competitive Exams](#) Disha Experts,2019-10-21

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Contemporary societies are constructed constricted and constrained by various series of examinations Governments of both Western and non Western countries tend to conduct detailed multi layered and continuous systems of tests or examinations International tests such as PISA and TIMSS have also been introduced to compare the relative performances of learners within diverse educational institutions across different countries Examinations therefore provide a methodological pivot for comparing a range of societies They enable us to contrast the West and the East the North and the South tribal and mass society ancient and postmodern civilization and so on Comparing parallel societies from across Asia the Middle East Europe and North America this book proposes fundamental transitions in sociological research from system to process and from communication to composition through intensive studies on examinations It uses ethnographies interviews questionnaires

documents statistics and big data analyses to make comparisons on broad scales of time and space In so doing it suggests hypotheses encompassing different kinds of societies in human history including those in the Axial Age and the Modern Ages

The Normal Accident Theory of Education Andrew K. Milton, 2014-04-01 Much of the current debate about education too often resembles the blind men describing an elephant apprehending only a particular part of the situation or the process many analysts tell an evocative but incomplete story The so called reform discussion proceeds with a lack of depth about the nuances and realistic limitations in the institutional order of school This book argues that as regulation of schools moves further up the bureaucratic hierarchy first to state departments of education then to the national department of education the legal and institutional requirements get more intensive but less concretely useful in class rooms This bureaucratization serves to tighten the organizational environment thereby increasing the risk of normal accidents The increasing governmental management in other words makes it more likely that schools will fail to meet their goals Analyses of education are too often developed for public consumption in a fast moving political world This book examines some of the deeper organizational reasons why things don't work so well in school as well as a look at some of things that do work Most importantly the book will explain how the social and cultural expectations of what schools can do may create unrealistic hopes We as a society and schools as institutions embrace these unreasonably high hopes at our collective peril Check out Andrew's latest interview with Seattle Radio <http://kiroradio.com> listen 9972862 [Negotiating Opportunities](#) Jessica McCrory Calarco, 2018 In *Negotiating Opportunities* Jessica McCrory Calarco argues that the middle class has a negotiated advantage in school Drawing on five years of ethnographic fieldwork Calarco traces that negotiated advantage from its origins at home to its consequences at school Through their parents coaching working class students learn to follow rules and work through problems independently Middle class students learn to challenge rules and request assistance accommodations and attention in excess of what is fair or required Teachers typically grant those requests creating advantages for middle class students Calarco concludes with recommendations advocating against deficit oriented programs that teach middle class behaviors to working class students Those programs ignore the value of working class students resourcefulness respect and responsibility and they do little to prevent middle class families from finding new opportunities to negotiate advantages in school *Eight Propositions* Joe L. Rempson, 2020-11-19 Rempson takes issue with those who lay the plight of African Americans on racism not seeing it today as a major obstacle to black progress Rather he traces the origin back to what he terms the African American Garden of Eden In it W E B Dubois outlasted Booker T Washington and fathered a tradition which Rempson argues has produced a victim identity and an emphasis on the system rather than the self Only black males offer a way out he declares because it is entirely our black males who are keeping us down and curtailing our progress in contrast to black females who are doing OK They are plagued by what Rempson calls the African American Male School Adaptability Crisis AMSAC Their academic performance ranks at the bottom alone below black female

students and below white Asian and Hispanic male students In large urban areas their high school dropout rate is 59 percent and nationally they lag behind in college attendance and graduation rates The outcome Rempson argues is dysfunctionality and the existence of hedonistic norms which hinder family and community stability But while black males are the problem Rempson contends it is nevertheless only they who can solve it because research and experience show that it takes males to bring up and change other males Though intended for everyone he therefore writes his book to his fellow advantaged black males and makes a passionate plea for them to step up and with the help of black females and of the nation take the lead As their guide he has formulated eight propositions Arrived at through an examination of impressively extensive data from numerous sources and disciplines they are a marked departure from the customary Most strikingly delicate matters such as those which pertain to intelligence quotient IQ and culture are openly confronted and dealt with But Rempson writes unless confronted we will not solve our problems Nor he continues can we solve them unless we cut the umbilical cord to white America We have no right to expect it to be our savior nor are we justified in perceiving it as our oppressor Forcefully and finely written Rempson s book is a singular and courageous contribution Alone his eight propositions make it a worthy read

The African American Male School Adaptability Crisis (Amsac) Joe L. Rempson, 2016-03-12 The African American Male School Adaptability Crisis AMSAC cannot be solved by the school alone It is a race problem which can only be solved if we black males provide the leadership in tackling our three major demons which now mainly account for the problem IQ lag fatherless families crime AMSAC had its origin about 100 years ago when after the death of Washington DuBois gained ascendancy in our African American Garden of Eden and replaced Washingtons brains property and character gospel with a civil rights agenda That agenda has led to a civil rights fixation and our second bondage Victimology wherein being the victim has become part of our core identity and made us psychological slaves Rather than being proud and self reliant disproportionately we have come to see ourselves as victims who are entitled to system help and special treatment This bondage and it is a bondage vitiates our manhood and the energy and drive required to pursue the adaptation pathway paved by Washington but demonized by DuBois Return to that pathway and we can confront and conquer AMSAC and our three major demons Guided by history and the research evidence this book details how Its 20 chapters make for long reading but just by reading the first and last chapters you can get the message The motto of the proposed evidence based experimental program the African American Male Career Pathway Program AMCAP A special appeal is made to black athletes and entertainers to help propagate this motto and support the proposed high school student clubs Student AMCAPs in its implementation 2012 Sunrise Review, Common Interest Community Association Managers Colorado. Department of Regulatory Agencies. Office of Policy, Research, and Regulatory Reform, 2012 **2024-25 NTA UGC-NET/JRF Teaching & Research Aptitude Solved Papers** YCT Expert Team , 2024 25 NTA UGC NET JRF Teaching Research Aptitude Solved Papers **10 YEAR-WISE CTET Paper 2 (Social Science/ Studies) Solved Papers (2011 - 2018) - English Edition**

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Nuclear Terrorism and Global Security Alan J. Kuperman, 2013-04-17 This book examines the prospects and challenges of a global phase out of highly enriched uranium and the risks of this material otherwise being used by terrorists to make atom bombs Terrorist groups such as Al Qaeda have demonstrated repeatedly that they seek to acquire nuclear weapons Unbeknownst even to many security specialists tons of bomb grade uranium are trafficked legally each year for ostensibly peaceful purposes If terrorists obtained even a tiny fraction of this bomb grade uranium they could potentially construct a nuclear weapon like the one dropped on Hiroshima that killed tens of thousands Nuclear experts and policymakers have long known of this danger but so far have taken only marginal steps to address it This volume begins by highlighting the lessons of past successes where bomb grade uranium commerce has been eliminated such as from Argentina s manufacture of medical isotopes It then explores the major challenges that still lie ahead for example Russia s continued use of highly enriched uranium HEU in dozens of nuclear facilities Each of the book s thirteen case studies offers advice for reducing HEU in a specific sector These insights are then amalgamated into nine concrete policy recommendations for U S and world leaders to promote a global phase out of bomb grade uranium This book will be of much interest to students of nuclear proliferation global governance international relations and security studies

Assessing the Nation's Report Card Chester E. Finn, 2022-08-23 Assessing the Nation s Report Card examines the history of the National Assessment of Educational Progress NAEP and outlines plans for improving and modernizing the organization Educational policy analyst Chester E Finn Jr imparts a rare inside analysis of the evolution of the NAEP program at key moments in its history and provides a firsthand perspective of crucial decisions and core goals that have helped shape it The result is a revealing survey of the US s most influential source of data on K 12 achievement Assessing the Nation s Report Card offers readers an in depth understanding and appreciation of NAEP as well as an examination of its shortcomings its controversies and its current issues The book explores why NAEP is considered the gold standard of educational assessments yet is much lesser known than other types of standardized testing Finn underscores the promise of applying the results in addressing achievement gaps boosting federal accountability and driving education reform and policy He also discloses how the data are collected and what the results can and cannot tell us For more than 50 years this ambitious federal testing program has informed the decisions of policy makers and educational leaders as they advocate for educational improvements in the US Acknowledging the nation s evolving need for actionable information about students and schools Finn provides an assured and rare overview of the existing program and proposes possibilities for the future

Australian Education Index ,1980

Breaking Ranks Colin Diver, 2022-04-12 Some colleges will do anything to improve their national ranking That can be bad for their

students and for higher education Since U S News World Report first published a college ranking in 1983 the rankings industry has become a self appointed judge declaring winners and losers among America s colleges and universities In this revealing account Colin Diver shows how popular rankings have induced college applicants to focus solely on pedigree and prestige while tempting educators to sacrifice academic integrity for short term competitive advantage By forcing colleges into standardized best college hierarchies he argues rankings have threatened the institutional diversity intellectual rigor and social mobility that is the genius of American higher education As a former university administrator who refused to play the game Diver leads his readers on an engaging journey through the mysteries of college rankings admissions financial aid spending policies and academic practices He explains how most dominant college rankings perpetuate views of higher education as a purely consumer good susceptible to unidimensional measures of brand value and prestige Many rankings he asserts also undermine the moral authority of higher education by encouraging various forms of distorted behavior misrepresentation and outright cheating by ranked institutions The recent Varsity Blues admissions scandal for example happened in part because affluent parents wanted to get their children into elite schools by any means necessary Explaining what is most useful and important in evaluating colleges Diver offers both college applicants and educators a guide to pursuing their highest academic goals freed from the siren song of the best college illusion Ultimately he reveals how to break ranks with a rankings industry that misleads its consumers undermines academic values and perpetuates social inequality

Mathematics Education in the Early Years Tamsin Meaney,Ola Helenius,Maria L. Johansson,Troels Lange,Anna Wernberg,2016-01-22 This book presents chapters based on papers presented at the second POEM conference on early mathematics learning These chapters broaden the discussion about mathematics education in early childhood by exploring the debate about construction versus instruction Specific sections investigate the teaching and learning of mathematical processes and mathematical content early childhood teacher development transitions for young children between home and preschool between home and school and between preschool and school The chapters use a range of innovative theoretical and methodological approaches which will form an interesting basis for future research in this area

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