

GAUTENG DEPARTMENT OF EDUCATION
PREPARATORY EXAMINATION

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MATHEMATICS
(First Paper)

MEMORANDUM

QUESTION 1 [14]

1.1 $x(x+2) = 0$
 $x = 0$ or $x = -2$

1A factorizing
2 CA for each answer

[3]

1.2 $x \leq -2$ or $x \geq 0$; with $x > 0$
 $\therefore x > 0$

2CA for each inequality
(-1) if "<" is used
1CA for selecting correct inequality
Full marks for answer only.

[3]

1.3 $x = \frac{-(-3) \pm \sqrt{(-3)^2 - 4(2)(-7)}}{2(2)}$
 $x = \frac{3 \pm \sqrt{65}}{4}$
 $x = 2.77$ or $x = -1.27$

1A substitution into correct formula

$\frac{2}{3}$ if left in surd form

2CA for each correct answer

[3]

1.4 $1 + 2^{n-2} + 2^{n-1} + 2^n = 53$
 $2^n(2^{-2} + 2^{-1} + 1) = 52$
 $2^n = 16$
 $n = 4$

1A for $2^0 = 1$
1A for factorizing
1A for RHS
1CA
1CA

[5]

QUESTION 2 [10]

2.1.1 $(x+1)^2 - 4 = 16$
 $(x+1)^2 = 20$
 $x+1 = \pm\sqrt{20}$
 $x = \pm 2\sqrt{5} - 1$

OR

$(x+1)^2 - 4 = 16$
 $x^2 + 2x - 19 = 0$
 $x = \frac{-2 \pm \sqrt{(2)^2 - 4(-19)}}{2}$
 $x = \pm 2\sqrt{5} - 1$

1A squaring both sides
1CA for isolating complete square
1M for taking square root
2CA for each answer

1A squaring both sides
1CA simplification
1CA substitution into correct formula

2CA for each answer

[5]

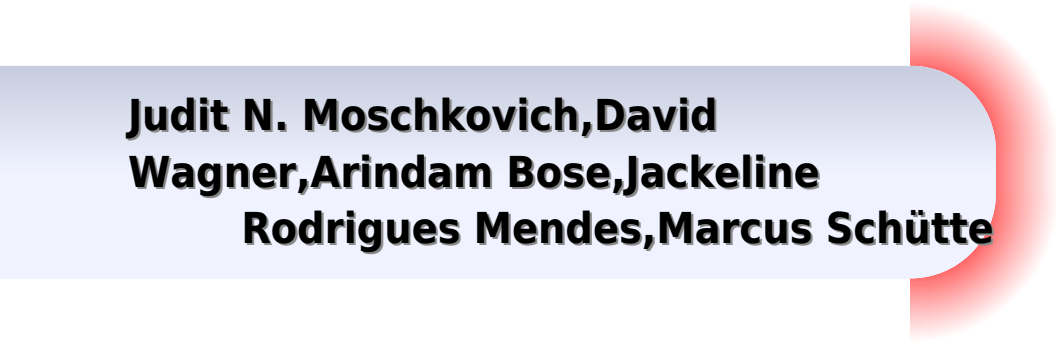
2.1.2 $k = 0$

1A

[1]

Mathsliteracy Pmidyear 2014 Grade12

**Judit N. Moschkovich, David
Wagner, Arindam Bose, Jackeline
Rodrigues Mendes, Marcus Schütte**



Mathsliteracy Pmidyear 2014 Grade12:

Monitoring Student Achievement in the 21st Century Heidi Harju-Luukkainen, Nele McElvany, Justine Stang, 2020-04-01 This book draws together leading student assessment academics from across Europe exploring student monitoring policies and practices in a range of countries across 22 chapters The chapters in the first part offer a broad overview on student assessment covering history and current status aims and approaches as well as methodological challenges of international student assessment The second part presents country specific chapters provide an in depth look examining country specific policy and practices and findings of national and or international assessments Findings are critically discussed and recommendations are made for further development of each country s assessment context The book shows similarities and differences within the educational assessment landscape as well as complexity and similarities in assessment policy documents and strategies Given the globalized world we live in today this book fills a need in the higher educational context and is intended for for policy makers in different countries as well

The Encyclopedia of Middle Grades Education (2nd ed.) Steven B. Mertens, Micki M. Caskey, Nancy Flowers, 2016-08-01 The second edition of The Encyclopedia of Middle Grades Education has been revised updated and expanded since its original publication in 2005 The Encyclopedia is a comprehensive overview of the field it contains alphabetically organized entries that address important concepts ideas terms people organizations publications and research studies specifically related to middle grades education This edition contains over 210 entries from nearly 160 expert contributors this is a 25% increase in the number of entries over the first edition The Encyclopedia is aimed at a general audience including undergraduate students in middle level teacher preparation programs graduate students higher education faculty and practitioners and administrators The comprehensive list of entries are comprised of both short entries 500 words and longer entries 2000 words A significant number of entries appearing in the first edition have been revised and updated Citations and references are provided for each entry

Teaching Middle Years Donna Pendergast, Katherine Main, Nan Bahr, 2024-11-15 Teaching Middle Years has established itself as the leading text to focus on the adolescent years of schooling Recognition of the educational importance of this age group continues to grow as research reveals the benefits of programs designed especially for young people s needs With a renewed approach this fourth edition includes new chapters on Indigenous Knowledges STEAM education and sustainable practices A trusted resource the book continues to provide a systematic overview of the philosophy principles and key issues in middle schooling together with an enhanced focus on the emotional and developmental challenges unique to this age group There is an emphasis on creating positive learning environments engaging relational pedagogies achieving effective transition the importance of physical activity and health in adolescence and developing cooperative and collaborative learning Further there is an enhanced focus on practical applications right throughout the book Featuring contributions from leading experts in the field and fully revised and updated to reflect the latest research Teaching Middle

Years will assist both pre service and in service teachers to bring out the very best in their students

Mobile Learning and Mathematics Helen Crompton, John Traxler, 2015-02-11 Mobile Learning and Mathematics provides an overview of current research on how mobile devices are supporting mathematics educators in classrooms across the globe Through nine case studies chapter authors investigate the use of mobile technologies over a range of grade levels and mathematical topics while connecting chapters provide a strong foundational background in mobile learning theories instructional design and learner support For current educators Mobile Learning and Mathematics provides concrete ideas and strategies for integrating mobile learning into their mathematics instruction for example by sharing resources that will help implement Common Core State Standards or by streamlining the process of selecting from the competing and often confusing technology options currently available A cutting edge research volume this collection also provides a springboard for educational researchers to conduct further study

Teaching Middle Years Donna Pendergast, 2020-07-16 Teaching Middle Years has established itself as the most respected Australian text to focus on the adolescent years of schooling Recognition of the educational importance of this age group continues to grow as research reveals the benefits of programs designed especially for young people s needs This third edition provides a systematic overview of the philosophy principles and key issues in middle schooling together with a new depth of focus on the emotional problems and behavioural challenges in working with students The editors explore in detail two key areas in middle years pedagogy differentiation and engagement and there are new chapters on achieving effective transition the importance of physical activity in adolescence and how to develop cooperative and collaborative learning Featuring contributions from leading experts in the field and fully revised and updated to reflect the latest research Teaching Middle Years will assist both pre service and in service teachers to bring out the very best in their students Praise for the first edition Teaching Middle Years gives the reader many ideas and examples based on sound research It s an excellent coverage of the current thinking in this critical area of education from Teacher The National Education Magazine Offers educators a combination of theoretical constructions based on Australian and international research and practical suggestions for teaching middle years students based on the proven good practices of many effective middle years teachers from the Australian Journal of Middle Schooling This book should be required reading for every middle school leader who strives to better understand and facilitate middle level learning and achievement from Choice Current Reviews for Academic Libraries

Men's Issues and Men's Mental Health Rob Whitley, 2021-11-15 Traditionally men s mental health woes have been attributed to male stubbornness and rigid notions of masculinity However there is growing recognition that mental health issues in men are socially determined by a range of factors including family educational occupational and legal issues These and a variety of other social issues have been collectively labelled men s issues and are being increasingly linked to negative men s mental health outcomes This book gives an overview of men s mental health as well as related men s issues adopting a public health inspired approach examining the research linking

social exposures and mental health outcomes The book is unique in that it synthesizes and explores men's issues men's mental health and social determinants in a holistic and integrated manner through assessment of the social scientific and psychiatric literature In this book the author discusses the social determinants of men's mental health and accompanying psychosocial interventions moving beyond one dimensional discussions of masculinity Among the topics covered are The Social Determinants of Male Suicide Attention Deficit Hyperactivity Disorder in Young Males The Medicalization of Boyhood Why Do Men Have Low Rates of Formal Mental Health Service Utilization An Analysis of Social and Systemic Barriers to Care and Discussion of Promising Male Friendly Practices The Gender Gap in Education Understanding Educational Underachievement in Young Males and its Relationship to Adverse Mental Health Employment Unemployment and Workplace Issues in Relation to Men's Mental Health Men's Issues and Men's Mental Health An Introductory Primer is essential reading for healthcare practitioners and social service providers including psychiatrists psychologists social workers occupational therapists counsellors teachers charity workers health promotion specialists and public health officers It is also a useful text for graduate and advanced undergraduate students in health care social services public health epidemiology and social sciences particularly sociology psychology and gender studies Finally the book can be read and understood by an intelligent lay reader making it accessible for the wider public

Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2012: Dept. of Education FY 2012 budget justifications United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor,

Health and Human Services, Education, and Related Agencies,2011 *School Leadership in Diverse Contexts* Simon Clarke,Tom O'Donoghue,2015-11-06 *School Leadership in Diverse Contexts* demonstrates the centrality of context to understanding school leadership It offers varied portrayals of leadership in a diverse range of distinct settings Each chapter highlights the prominence of context in understanding the realities of school leadership focusing on issues and influences that school leaders face strategies school leaders adopt to deal with the complexities of their work and conceptualisations of school leadership relevant to the context An impressive array of international experts examine this neglected area of research by considering school leadership in nine heterogeneous contexts providing rich and varied portrayals of school leadership and suggesting ways in which the leadership may be enhanced *School Leadership in Diverse Contexts* is an ideal book for undergraduate and postgraduate students particularly those studying units in educational leadership comparative education and educational policy Similarly undergraduate and postgraduate students engaged with development studies history sociology law human geography will be attracted to this text

Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2012 United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related

Agencies,2011 **Assessing English Language Learners: Bridges to Educational Equity** Margo Gottlieb,2016-03-03

Build the bridges for English language learners to reach success This thoroughly updated edition of Gottlieb s classic delivers a complete set of tools techniques and ideas for planning and implementing instructional assessment of ELLs The book includes A focus on academic language use in every discipline from mathematics to social studies within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment as for and of learning Reflection questions to stimulate discussion around how students teachers and administrators can all have a voice in decision making

The Wrong Direction for Today's Schools Ernest J. Zarra III, 2015-07-22 The Wrong Direction for Today s Schools The Impact of Common Core on American Education is an in depth analysis of the newest national American education fad intended to replace the 2002 incarnation of the ESEA No Child Left Behind Zarra delves into the seeds that produced the Common Core Standards as well as the groups involved in the political and corporate pressure to completely revamp America s K 16 education system The author lays out a strong case for political motives involving the advancement for nationalized education such as those found in select European and Asian nations Zarra also follows the funding and provides solid documentation and analysis of international and national assessments and how the funding and assessments proved pivotal in the overhaul of American education After an analysis of the underpinnings of the Common Core Standards Zarra critiques the myths and facts of the Common Core and balances these with the emerging realities impacting average Americans and their families Zarra s book is a must read and will prove to be extremely useful to all who are concerned about public private and homeschool education in America

Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning Heafner, Tina Lane, Hartshorne, Richard, Thripp, Richard, 2019-01-11 National efforts have been made to encourage technology integration in teacher preparation with expectations for frequent and successful applications with K 12 learners While online learning has become pervasive in many fields in education it has been somewhat slow to catch on in K 12 settings The Handbook of Research on Emerging Practices and Methods for K 12 Online and Blended Learning is a collection of innovative research on the applications of technology in online and blended learning environments in order to develop quality courses explore how content is delivered across disciplines and settings and support the formation of relationships and enrichment opportunities While highlighting topics including learning initiatives institutional policies and program structures this book is ideally designed for teachers principals early childhood development centers university faculty administrators policymakers researchers and practitioners

Mathematics Curriculum Reforms Around the World Yoshinori Shimizu, Renuka Vithal, 2023-06-28 This Open Access volume by the International Commission on Mathematical Instruction ICMI is an outcome of the ICMI Study 24 and gives a status quo of school mathematics reform around the world and what we can learn from this movement Each theme and section of the book offers descriptions and analyses of multiple case studies in different countries and contexts along with opportunities to compare contrast and learn from these diverse experiences The volume

provides a synthesis and meta analysis of the different historical geographical and global aspects of school mathematics reforms and explores in which way curricula are elaborated proposed changed and reorganized It offers a more informed and comprehensive analysis of the roles of different actors and of the many aspects influencing and shaping mathematics curriculum reforms that are taking or have taken place It also explores the possibilities and means to tackle a curricular reform in the current scenario we live in and how to unfold future developments This book will be of interest to practitioners and scholars with an interest in school mathematics curriculum reforms It will also be a useful resource to those involved in school mathematics curriculum reform initiatives by providing current information about the curriculum changes that are taking place in respect of content teacher education educational materials and a range of implementation challenges across diverse contexts

Language and Communication in Mathematics Education Judit N. Moschkovich, David Wagner, Arindam Bose, Jackeline Rodrigues Mendes, Marcus Schütte, 2018-03-27 This book considers some of the outstanding questions regarding language and communication in the teaching and learning of mathematics an established theme in mathematics education research which is growing in prominence Recent research has demonstrated the wide range of theoretical and methodological resources that can contribute to this area of study including those drawing on cross disciplinary perspectives influenced by among others sociology psychology linguistics and semiotics Examining language in its broadest sense to include all modes of communication including visual and gestural as well as spoken and written modes it features work presented and discussed in the Language and Communication topic study group TSG 31 at the 13th International Congress on Mathematical Education ICME 13 A joint session with participants of the Mathematics Education in a Multilingual and Multicultural Environment topic study group TSG 32 enhanced discussions which are incorporated in elaborations included in this book Discussing cross cutting topics it appeals to readers from a wide range of disciplines such as mathematics education and research methods in education multilingualism applied linguistics and beyond

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is

introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success. Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching. Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices. A new feature Links and Resources has been added to each of the 13 chapters. While the book includes a substantial listing of citations and resources after the chapters, five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic. Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics. A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic. A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences. Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices. An updated Instructor's Manual features a test bank, sample classroom activities, Powerpoint slides, chapter summaries, and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511.

The SAGE Handbook of Early Childhood Policy Linda Miller, Claire Cameron, Carmen Dalli, Nancy Barbour, 2017-10-02. Recent authoritative evidence suggests that an estimated 200 million children under five fail to achieve their developmental potential due to factors including poor health and nutrition and the lack of stable, high quality care. A significant number of the world's children today lack the basic rights to health, development and protection. In light of such statistics, early childhood services for young children have expanded around the world. The SAGE Handbook of Early Childhood Policy draws critical attention to policy in Early Childhood Education and Care (ECEC), its relationship to service provision and its impact on the lives of children and families. The perspectives of leading academics and researchers from Europe, North America, South America, Africa, Australasia and Asia have been arranged around five key themes: Part 1 The Relationship Between Research, Policy And Practice; Country Case Studies; Part 2 Equitable Early Childhood Services; Intervention to Improve Children's Life Chances; Part 3 Extending Practice: The Role of Early Childhood Services In Family Support; Part 4 Participation, Rights and Diversity; Part 5 Future Directions for Early Childhood Policy. This handbook is essential reading for practitioners, stakeholders and others committed to working within early years services to achieve an awareness of policy and its implications for services and practice.

Diverse educational contexts and research on metacognition and motivation to enhance self-directed learning Bernadette Geduld, Byron J. Bunt, Divan Jagals, 2025-02-17. This scholarly book explores the latest education research on metacognition and self-directed learning, providing practical insights for educators and students. As the thirteenth volume in the NWU Self-Directed Learning Series, it

focuses on developing metacognitive skills to enhance self regulation motivation and independent thinking key competencies for success in the 21st century Metacognition plays a vital role in learning helping students plan evaluate and self assess their progress Research shows that students with strong metacognitive strategies achieve better learning outcomes apply knowledge effectively and persist through academic challenges This book offers evidence based teaching strategies to support the development of self regulated learning and motivation in diverse educational settings It examines teaching behaviour and instructional methods that foster metacognitive growth in both basic and higher education With a particular focus on the South African education landscape it extends research in cognitive developmental and applied psychology Researchers and educators will find practical approaches for integrating metacognition into various disciplines making this book a valuable resource for both undergraduate and graduate education programmes

Future-proofing STEAME education in South Africa Rajendran Govender,Josef de Beer,Rouaan Maarman,Rajendra Chetty,2025-02-28 This book aims to contribute to the discourse of finding innovative solutions to the myriad of challenges facing science education in South Africa The book positions itself in the multi disciplinary focus on Science Technology Engineering Arts Mathematics and Entrepreneurship STEAME education rather than the traditional narrow focus on Science Technology Engineering and Mathematics STEM The chapters in the book explore the challenges and opportunities facing STEAME education in a complex 21st century and at the advent of a society with a strong artificial intelligence component in its DNA The leitmotif of the book is how engaging pedagogies could be utilised in the classroom to enhance self directed learning a sine qua non to future proof South Africa s science and technological advancement This is a book written by scholars for scholars Its target audience includes academics and researchers in the field of science education and scholars engaged with innovative teaching pedagogies particularly approaches that would enhance the achievement of learners in disadvantaged contexts The chapters in the book although eclectic in approach all contribute to the central theme of the book Most of the chapters lean on textual analyses literature reviews or concept papers which disclose new ideas before full validation

International Handbook of Middle Level Education Theory, Research, and Policy David C. Virtue,2019-08-30 The International Handbook of Middle Level Education Theory Research and Policy is a landmark resource for researchers graduate students policy makers and practitioners who work in middle level education and associated fields of study The volume provides an overview of the current state of middle level education theory research and policy offers analysis and critique of the extant literature in the field and maps new directions for research and theory development in middle level education The handbook meets a pressing need in the field for a resource that is comprehensive in its treatment of middle level research and international in scope Chapter authors provide rationales for middle level education research and definitions of the field discuss philosophical approaches and underpinnings for middle level education research describe and critique frameworks for quality in middle level education review research about young adolescent learners middle level school programming and educator preparation

and analyze public policies affecting middle level education at national regional and local levels The American Middle Class Robert S. Rycroft, 2017-05-12 What is the American Dream This book's author argues that contrary to what many believe it is not achieving the wealth necessary to enter the top one percent but rather becoming members of the great middle class by dint of hard work and self discipline Americans of all classes consider themselves to be middle class There are Americans who by any objective standard should be considered poor who would insist they are middle class just as other Americans who should be considered wealthy also insist they are middle class Thinking of yourself and being thought of by others as middle class is the American Dream for tens of millions of people But an enduring problem of the American middle class is the worry that the Dream is coming apart that forces are lurking in the shadows waiting to steal their progress and throw them back into poverty This thought provoking reference explores a disparate multitude of issues associated with being middle class in America It addresses a range of questions and subtopics including the meaning of the term middle class how middle class status is expressed by both the majority and the various minorities that make up the American mosaic what economic pressures are bearing down on the middle class and how economists and others attempt to make sense of the economic issues of the day Readers will also better understand how political institutions and public policies are shaping the way the middle class views the world how labor housing education and crime related issues have influenced the development and growth of the middle class the norms of the middle class versus those of other classes in society and the role of culture and media in shaping how members of the middle class view themselves and how they are viewed by others This two volume set provides a comprehensive look at the American middle class that supports student research in economics social studies cultural studies and political history The content supports teachers in their development of lesson plans and assignments that directly align with the Common Core State Standards and the recommendations of the National Curriculum Standards for Social Studies NCSS with respect to all ten NCSS themes

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