JUNE EXAMS



EXAM

MATHEMATICS JUNE PAPER 1

TIME: 1 % HOURS

Instructions

- Put your name on your paper.
- Read carefully and answer all questions.
- Number all questions exactly as they are numbered in this question paper.
- · Show all working out. Check your work!

Question 1

- Consider the number 17.
 - List the factors of 17. 1.1.2.
 - is 17 a prime nigniter or a composite number?
- 1.2 Consider the numbers 3 600
 - led 3, 25%. Write 3 600 as a per
 - or of its prime factors. 2.2.2 Write 1 296 as a pre 1.2.3.
 - of its prime factors. Determine the HCF 124 Determine the LCM.

Question 2

Simplify, leaving in exponential form where necessity

- $(-2) \times (-1) (-3) \times (-4) (-8) + 2$
- 2.2 3(2-7) * 7(3-8) - 2(6-9)
- 2(-5 × 1 3 × 5) (-3 + 2 × 2 3 × 5)
- $(4-5\times2-3)+(3\times3-6\times2)+2(3\times2-2\times4)^{3}$
- V0.0344

ALIGNED

TOTAL: 75 MAP

(3)

(2)

(2) (29)

623

DAME



GRADE 8 MATHS

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Parliamentary Papers Great Britain. Parliament. House of Commons, 1908 Sessional Papers Great Britain. Parliament. House of Commons, 1902 New York Court of Appeals. Records and Briefs. New York (State)., The Publishers Weekly, 1924 The American Educational Catalog, 1922 Records of the Proceedings and Printed Papers of the Parliament Australia. Parliament, 1921 School, 1928 The American Educational Catalogue, 1922

Mathematics and Transition to School Bob Perry, Amy MacDonald, Ann Gervasoni, 2015-01-09 This edited book brings together for the first time an international collection of work focused on two important aspects of any young child s life learning mathematics and starting primary or elementary school The chapters take a variety of perspectives and integrate these two components in sometimes explicit and sometimes more subtle ways. The key issues and themes explored in this book are the mathematical and other strengths that all participants in the transition to school bring to this period of a child s life the opportunities provided by transition to school for young children's mathematics learning the importance of partnerships among adults and among adults and children for effective school transitions and mathematics learning and teaching the critical impact of expectations on their mathematics learning as children start school the importance of providing children with meaningful challenging and relevant mathematical experiences throughout transition to school the entitlement of children and educators to experience assessment and instructional pedagogies that match the strengths of the learners and the teachers the importance for the aspirations of children families communities educators and educational organisations to be recognised as legitimate and key determinants of actions experiences and successes in both transition to school and mathematics learning and the belief that young children are powerful mathematics learners who can demonstrate this power as they start school In each chapter authors reflect on their work in the area of mathematics and transition to school place that work within the overall context of research in these fields predict the trajectory of this work in the future and consider the implications of the work both theoretically and practically **Executive Function and Education** Mariëtte Huizinga, Dieter Baevens, Jacob A. Burack, 2018-09-21 Executive function is an umbrella term for various cognitive processes that are central to goal directed behavior thoughts and emotions These processes are especially important in novel or demanding situations which require a rapid and flexible adjustment of behavior to the changing demands of the environment The development of executive function relies on the maturation of associated brain regions as well as on stimulation in the child's social contexts especially the home and school Over the past decade the term executive function has become a buzzword in the field of education as both researchers and educators underscore the importance of skills like goal setting planning and organizing in academic success Accordingly in initiating this Research Topic and eBook our goal was to provide a forum for state of the art theoretical and empirical work on this that both facilitates communication among researchers from diverse fields and provides a theoretically sound source of information for educators The contributors to

this volume who hail from several different countries in Europe and North America have certainly accomplished this goal in their nuanced and cutting edge depictions of the complex links among various executive function components and educational success

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