

GRADE 12 MATHEMATICS
NOVEMBER EXAMINATION PAPER 2

QUESTION 1

The following frequency table provides the number of goals scored by the Proteas netball team during 50 matches in 2018.

Number of goals	Frequency	Cumulative Frequency
$5 < x \leq 10$	6	b
$10 < x \leq 15$	a	14
$15 < x \leq 20$	13	27
$20 < x \leq 25$	9	c
$25 < x \leq 30$	7	43
$30 < x \leq 35$	d	48
$35 < x \leq 40$	e	50

- 1.1 Determine the values a to e. (5)
 1.2 Calculate the average goals scored in 2018. (2)

(7)

QUESTION 2

The table below shows the data for the heart rate per minute of ten males. Their heart rate is checked before they cycle for 10 min (x) and after they have exercised (y).

	1	2	3	4	5	6	7	8	9	10
Heart rate before	85	90	125	80	85	112	93	118	95	100
Heart rate after	95	100	158	125	125	145	90	175	150	120

- 2.1 Represent the data as a scatter diagram on the grid provided. (3)
 2.2 Calculate the mean heart rate before AND after exercise. (2)
 2.3 Determine the formula for the least regression line to 4 decimal places. (2)
 2.4 Calculate the correlation coefficient to 4 decimal places AND comment on the strength of it. (2)

- 2.5 Draw the least squares regression line on your scatter diagram. (2)

(7)
 [18]

QUESTION 3

The table below shows the distances (in kilometers) travelled daily by a sales representative for 21 working days in a certain month.

131	132	140	140	141	144	146
147	149	150	151	159	167	169
169	172	174	175	178	187	189

- 3.1 Calculate the mean distance travelled by the sales representative. (2)
 3.2 Write down the five-number summary for this data. (4)
 3.3 Draw the box-and-whisker diagram for this set of data. (2)
 3.4 Calculate the standard deviation of the distance travelled. (2)

[10]

QUESTION 4

- 4.1 The diagram shows P, A, Q, R and S lies on the circumference of the circle with centre O. SB is a tangent at S and R lies on the circumference of the circle with centre O.



Proof that:

- 4.1.1 $SB \parallel RP$ (4)
 4.1.2 $2PQ^2 = WS \cdot AS$ (5)
 4.1.3 $AS^2 = \frac{WP^2}{WS} + WS$ (4)

Grade November Mathematics Paper 2 2014

**Alexander Gelbukh, Félix Castro
Espinoza, Sofía N. Galicia-Haro**



Grade November Mathematics Paper 2 2014:

Bringing the Common Core Math Standards to Life Yvelyne Germain-McCarthy,Ivan Gill,2014-11-20 As high school math teachers shift to the Common Core State Standards the question remains What do the standards actually look like in the classroom This book answers that question by taking you inside of real Common Core classrooms across the country You ll see how exemplary teachers are meeting the new requirements and engaging students in math Through these detailed examples of effective instruction you will uncover how to bring the standards to life in your own classroom Special Features A clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Real examples of how exemplary teachers are using engaging strategies and tasks to teach algebra geometry trigonometry statistics mathematics across the curriculum and more A detailed analysis of each example to help you understand why it is effective and how you can try it with your own students Practical ready to use tools you can take back to your classroom including unit plans and classroom handouts Effectiveness of teachers' guides in the Global South Benjamin Piper,Yasmin Sitabkhan,Jessica Mejia,Kellie Betts,2018-05-10 This report presents the results of RTI International Education s study on teachers guides across 13 countries and 19 projects Using quantitative and qualitative methods we examine how teachers guides across the projects differ and find substantial variation in the design and structure of the documents We develop a scripting index so that the scripting levels of the guides can be compared across projects The impact results of the programs that use teachers guides show significant impacts on learning outcomes associated with approximately an additional half year of learning showing that structured teachers guides contribute to improved learning outcomes During observations we find that teachers make a variety of changes in their classroom instruction from how the guides are written showing that the utilization of structured teachers guides do not create robotic teachers unable to use their own professional skills to teach children Unfortunately many changes that teachers make reduce the amount of group work and interactivity that was described in the guides suggesting that programs should encourage teachers to more heavily utilize the instructional routines designed in the guide The report includes a set of research based guidelines that material developers can use to develop teachers guides that will support effective instructional practices and help improve learning outcomes The key takeaway from the report is that structured teachers guides improve learning outcomes but that overly scripted teachers guides are somewhat less effective than simplified teachers guides that give specific guidance to the teacher but are not written word for word for each lesson in the guide *November 2019 Monthly Current Affairs with MCQs for Competitive Exams* Disha Experts,2019-10-21 *The Disorder of Mathematics Education* Hauke Straehler-Pohl,Nina Bohlmann,Alexandre Pais,2016-08-23 Research within a socio political paradigm or turn has been gradually recognized and institutionalized as an important part of mathematics education This book focuses on the neglected problems tensions and contradictions evoked by this process The authors do this by challenging current regimes of truth about mathematics

education by identifying how recent technological developments challenge or suspend contemporary conceptions of mathematics education by critiquing the ideological entanglement of mathematics its education and schooling with capitalism by self reflective analyses of researchers impacts on shaping what is and can be perceived as the practice of mathematics education research and by confronting main stream mathematics education with socio political contexts that are usually neglected In this way mathematical rationality becomes contextualized within contemporary society where it reproduces itself through technologies social practices media and other spheres of social life New Digital Technology in Education Wan Ng,2015-04-25 This book addresses the issues confronting educators in the integration of digital technologies into their teaching and their students learning Such issues include a skepticism of the added value of technology to educational learning outcomes the perception of the requirement to keep up with the fast pace of technological innovation a lack of knowledge of affordable educational digital tools and a lack of understanding of pedagogical strategies to embrace digital technologies in their teaching This book presents theoretical perspectives of learning and teaching today s digital students with technology and propose a pragmatic and sustainable framework for teachers professional learning to embed digital technologies into their repertoire of teaching strategies in a systematic coherent and comfortable manner so that technology integration becomes an almost effortless pedagogy in their day to day teaching The materials in this book are comprised of original and innovative contributions including empirical data to existing scholarship in this field Examples of pedagogical possibilities that are both new and currently practised across a range of teaching contexts are featured

Psychosocial Skills and School Systems in the 21st Century Anastasiya A Lipnevich,Franzis Preckel,Richard D. Roberts,2016-04-02 This book provides a comprehensive overview and in depth analysis of research on psychosocial skills examining both theory and areas of application It discusses students psychosocial skills both as components of academic success and desired educational outcomes in grades K through 12 The book describes an organizing framework for psychosocial skills and examines a range of specific constructs that includes achievement motivation self efficacy creativity emotional intelligence resilience and the need for cognition In addition it reviews specific school based interventions and examines issues that concern the malleability of psychosocial skills It addresses issues relating to the integration of psychosocial skills into school curriculum as well as large scale assessment policies Topics featured in this book include Development of psychosocial skills in grades K 12 Assessment of psychosocial skills Conscientiousness in education and its relation to meaningful educational outcomes Creativity in schools including theory assessment and interventions Academic emotions and their regulation through emotional intelligence Resilience and school based programs aimed at enhancing it Psychosocial Skills and School Systems in the 21st Century is a must have resource for researchers graduate students clinicians mental health professionals and policymakers in child and school psychology educational policy and politics public health social work developmental psychology and educational psychology **Research for Educational Change** Jill

Adler, Anna Sfard, 2016-06-17 Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research

Primary Mathematics for Trainee Teachers Marcus Witt, 2014-11-19 With chapter sequencing following the new Curriculum this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Mathematics teaching Covering all of the areas of the new Curriculum for primary mathematics and offering insight into effective teaching this book helps students connect what they need to teach with how it can be taught Exploring opportunities in the new curriculum for creative and imaginative teaching it shows readers how to capitalize on opportunities to develop children s reasoning and problem solving skills It explores how to make links between mathematics and children s lived experiences to enhance their learning and enables trainees to develop an ability to plan with discernment making the most of existing thinking and research as well as building confidence in adapting and customizing ideas Includes the full National Curriculum Programme of Study for Maths key stages 1 and 2 as a useful reference for trainee teachers Other books in this series include Primary English for Trainee Teachers

[The Mathematics Practitioner's Guidebook for Collaborative Lesson Research](#) Akihiko Takahashi, Geoffrey Wake, 2023-10-04 This resource provides mathematics educators with tools for conducting Collaborative Lesson Research CLR a form of Lesson Study developed out of the original Japanese Lesson Study and intended to improve student and teacher learning Renowned mathematics education researchers Akihiko Takahashi and Geoffrey Wake bring together educators across the US and UK with first hand experience using CLR in their schools Readers will learn the essentials for an impactful Lesson Study directly from the scholars who coined the term and benefit from the dual perspectives of math education researchers and teachers who have used CLR when reflecting on their

own classroom pedagogy These contributors define CLR and provide examples of successful CLR using real life case studies as well as introducing pathways for getting started and practical suggestions for implementation into different school environments Across these examples readers will understand the essence of Lesson Study considered as CLR and its important features be advised what participants in CLR should expect to do observing research lessons designing lessons teaching research lessons facilitating post lesson discussion etc and provide guidance and support with this enactment be advised on how to develop embed and sustain CLR communities preview potential outcomes over time from undertaking CLR Research lesson proposals and plans to support readers in understanding CLR are also included Ideal for practicing teachers teacher leaders teacher educators and professional developers involved in mathematics teaching this book offers first of its kind entry points for CLR Its combination of theory and practice will empower educators to implement this increasingly popular vehicle for understanding students learning of mathematics

Count Girls In Karen Panetta,Katianne

Williams,2018-08-01 Maybe you have a daughter who loves cooking soccer and musicals Maybe she s a social butterfly an athlete a fashionista and a humanitarian who wants to change the world Be honest do you think Well she s clearly not a math and science kid Do you assume that certain classes and careers won t appeal to her Count Girls In challenges these assumptions and presents a totally different way of thinking there is a place for all girls and young women not just the science fair winners and robotics club members in science technology engineering and math STEM fields if we can keep their and our minds and options open and meet them where they are To succeed in STEM fields today girls don t have to change who they are A girl who combines her natural talents interests and dreams with STEM skills has a greater shot than ever before at a career she loves and a salary she deserves Count Girls In encourages parents and other adults to raise authentic young women who have the confidence to put STEM to work in a way that best serves them and their passions The authors both STEM professionals present compelling research in a conversational accessible style and provide specific advice and takeaways for each stage of schooling from elementary school through college followed by comprehensive STEM resources This isn t a book about raising competitive test acing girls in lab coats this is about raising happy confident girls who realize the world of opportunities before them

Helping Children Learn Mathematics, 5th Australian Edition Robert Reys,Mary

Lindquist,Diana V. Lambdin,Nancy L. Smith,Anna Rogers,Leicha Bragg,Audrey Cooke,Melissa Fanshawe,Mark

Gronow,2025-10-10 **Human-Inspired Computing and its Applications** Alexander Gelbukh,Félix Castro Espinoza,Sofía

N. Galicia-Haro,2014-11-05 The two volume set LNAI 8856 and LNAI 8857 constitutes the proceedings of the 13th Mexican International Conference on Artificial Intelligence MICA 2014 held in Tuxtla Mexico in November 2014 The total of 87 papers plus 1 invited talk presented in these proceedings were carefully reviewed and selected from 348 submissions The first volume deals with advances in human inspired computing and its applications It contains 44 papers structured into seven sections natural language processing natural language processing applications opinion mining sentiment analysis and

social network applications computer vision image processing logic reasoning and multi agent systems and intelligent tutoring systems The second volume deals with advances in nature inspired computation and machine learning and contains also 44 papers structured into eight sections genetic and evolutionary algorithms neural networks machine learning machine learning applications to audio and text data mining fuzzy logic robotics planning and scheduling and biomedical applications

Daily Graphic Ransford Tetteh,2014-04-22 World Yearbook of Education 2020 Julie Allan,Valerie Harwood,Clara Rübner Jørgensen,2019-09-30 A timely contribution to the debate on educational governance and equality the World Yearbook of Education 2020 documents the significant changes that have occurred in the last 20 years reflecting a widespread shift from government to governance Considering school context as well as specific school responses around the emergence of particular forms of governance this book presents and contextualises a clear historical account of governance and accountability within schooling Organised into three sections covering Changing contexts of school governance stakeholders and responsabilisation and radical governance carefully chosen contributors provide global insights from around the world They consider educational outcomes and closing the inequality gap and they document radical forms of governance at local level which have sought to create more equitable governance intelligent accountability and greater involvement of key stakeholders such as students Providing a series of provocations and reminders of the possibilities that remain open to us the World Yearbook of Education 2020 will be of interest to academics professionals and policymakers in education and school governance and any scholars who engage in historical studies of education and debates about educational governance and equality *Assessment of learning* Shrinkhla dubey,2022-09-30 Assessment of learning Characteristics Objective

Advantages Disadvantages **Handbook of Research on Driving STEM Learning With Educational Technologies** Ramírez-Montoya, María-Soledad,2017-02-01 Educational strategies have evolved over the years due to research breakthroughs and the application of technology By using the latest learning innovations curriculum and instructional design can be enhanced and strengthened The Handbook of Research on Driving STEM Learning With Educational Technologies is an authoritative reference source for the latest scholarly research on the implementation and use of different techniques of instruction in modern classroom settings Featuring exhaustive coverage on a variety of topics including data literacy student motivation and computer aided assessment this resource is an essential reference publication ideally designed for academicians researchers and professionals seeking current research on emerging uses of technology for STEM education

Instructional Practices with and without Empirical Validity Bryan G. Cook,Melody Tankersley,Timothy J. Landrum,2016-07-06 It is important for Stakeholders to be aware of both practices supported as effective as well as ineffective for students with learning and behavioral disabilities in order to provide instruction that results in improved learner outcomes in critical areas of education *Early mathematics counts* Yasmin A Sitabkhan,Linda Platas,2018-07-23 This occasional paper examines common instructional strategies in early grade mathematics interventions through a review

of studies in classrooms in low and middle income countries Twenty four studies met the criteria for inclusion and analyses reveal four sets of instructional strategies for which there is evidence from multiple contexts Of the 24 studies 16 involved the use of multiple representations 10 involved the use of developmental progressions 6 included supporting student use of explanation and justification and 5 included integration of informal mathematics Based on the review we provide conclusions and recommendations for future research and policy

Professional and Ethical Consideration for Early Childhood Leaders Cunningham, Denise D.,2020-06-19 Early childhood educators are keenly aware of the importance of a child s transition to real school This transition is occurring earlier in a child s life now that school districts nationwide are moving to pre kindergarten experiences for 3 and 4 year olds Annually more than one million children attend public school pre k programs overseen by elementary school principals who although veteran educational leaders were not trained to oversee these programs Although pre k classrooms are rapidly growing and deserve special attention school leaders must be reminded that early childhood means more than pre kindergarten it extends through third grade School leadership needs to understand the principles of early childhood education to effectively support all children age three to grade three Professional and Ethical Consideration for Early Childhood Leaders is a collection of innovative research that crafts an overall understanding of the importance of early childhood leadership in today s schools The book employs strategies to improve support for children in early childhood years examines the different roles of early childhood leadership analyzes best practices for implementation in early childhood contexts and explores improvements for leadership preparation for schools with pre k through third grade children While highlighting a wide range of topics including advocacy cultural responses and professional development this publication is ideally designed for educators administrators principals early childhood development teachers daycare instructors curriculum developers advocates researchers academicians and students

Teaching Students With Special Needs in Inclusive Classrooms Diane P. Bryant,Brian R. Bryant,Deborah D. Smith,2019-03-05 Inspire and equip current and future classroom teachers to ADAPT to the needs of all students Teaching Students with Special Needs in Inclusive Classrooms uses the research validated ADAPT framework Ask Determine Analyze Propose Test to help teachers determine how when and with whom to use proven academic and behavioral interventions to obtain the best outcomes for students with disabilities Through clear language and practical examples authors Diane P Bryant Brian R Bryant and Deborah D Smith show how to create truly inclusive classrooms through evidence based practices and hands on strategies The Second Edition includes strategically reorganized chapters a new chapter devoted to differentiated instruction and new classroom footage and teacher interviews illustrating how readers can implement the strategies discussed in their own classrooms With the help of this supportive guide educators will be inspired to teach students with disabilities in inclusive settings and be properly equipped to do so effectively A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and resources boost

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