

- 1.1.16 Hot air ballooning is classified as _____ transport. (1x1)
- A. Air
B. Extraordinary
C. Road
D. Extreme
B ✓
- 1.1.17 A disadvantage of using credit cards for payments include: (1x1)
- A. It is extremely unsafe.
B. You need an internet connection for payments.
C. It is convenient to use.
D. A credit card has a limit which restricts spending.
D ✓
- 1.1.18 _____ is the largest of the seven continents. (1x1)
- A. Asia
B. Africa
C. North America
D. South America
A ✓
- 1.1.19 This province is known as the "Place of Gold". (1x1)
- A. Northern Cape
B. North West
C. Gauteng
D. Mpumalanga
C ✓
- 1.1.20 This well known river forms the northern border between the Northern Cape province and Namibia. (1x1)
- A. Vaal
B. Orange
C. Crocodile
D. Olifants
B ✓
- L1
(20x1)

Gauteng Department Of Education 2014 March Question Papers

Jessica J Manson



Gauteng Department Of Education 2014 March Question Papers:

Knowledge and Change in African Universities Michael Cross, amasa ndofirepi, 2017-01-28 Besides the ongoing concern with the epistemological and theoretical hegemony of the West in African academic practice the book aims at understanding how knowledge is produced and controlled through the interplay of the politics of knowledge and current intellectual discourses in universities in Africa In this regard the book calls for African universities to relocate from the position of object to subject in order to gain a form of liberated epistemological voice more responsive to the social and economic complexities of the continent In itself this is a critical expos of contemporary practices in knowledge advancement in the continent Broadly the book addresses the following questions How can African universities reinvent knowledge production and dissemination in the face of the dominant Eurocentricism so pervasive and characteristic of academic practice in Africa to enhance their relevance to the contexts in which they operate How can such change particularly at knowledge production and distribution levels be undertaken without falling into an intellectual and discursive ghettoization in the global context What then is the role of academics policy makers and curriculum and program designers in dealing with biases and distortions to integrate policies knowledge and pedagogy that reflect current cultural diversity both local and global Against this backdrop while some contributions in this book argue that emancipatory epistemic voice in African universities is not yet born or it is struggling with little success many dissenting voices charge that if Africans do not take responsibility and construct knowledge strategies for their own emancipation who will Mathematics, 2002

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