

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

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]

Lo Gauteng Grade 12 2014

Charles J. Russo



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Distancing the Past Chana Teeger, 2024-07-02 Winner 2025 Gordon Hirabayashi Human Rights Book Award Sociology of Human Rights Section American Sociological Association Winner 2025 Oliver Cromwell Cox Book Award Section on Racial and Ethnic Minorities American Sociological Association Honorable Mention 2025 Bourdieu Best Book Award Sociology of Education Section American Sociological Association Shortlisted 2025 Barrington Moore Book Award Comparative Historical Sociology Section American Sociological Association Shortlisted 2025 Philip Abrams Memorial Prize British Sociological Association Shortlisted 2025 MSA First Book Award Memory Studies Association Finalist 2024 C Wright Mills Award Society for the Study of Social Problems How are histories of racial oppression dealt with in contexts of diversity Chana Teeger tackles this question by examining how young South Africans born into democracy confront their country's racist apartheid past in high school history lessons Drawing on extensive observational interview and textual data *Distancing the Past* vividly chronicles how students learn that racism is a thing of the past even as they experience it in their everyday lives Teeger shows how teachers' desire to avoid conflict between students mirrors a national focus on racial reconciliation leading to the historical distancing of the recent apartheid past This historical distancing allows schools to present a façade of transformation Beneath the surface however the lessons reproduce unequal power relations at school and legitimize inequality at the societal level In documenting these processes *Distancing the Past* illuminates the subtle reconfiguration of racism in the era of civil liberties It shows how acknowledging the racist past is not enough When the past is remembered but its legacies ignored racism can continue unabated in the present *Distancing the Past* is a timely account of the remaking of race and inequality in the aftermath of de jure discrimination It offers vital lessons for other societies grappling with their own racist histories

African Studies: Breakthroughs in Research and Practice Management Association, Information Resources, 2020-04-03 Global interest in African studies has been rapidly growing as researchers realize the importance of understanding the impact African communities can have on the economy development education and more As the use acceptance and popularity of African knowledge increases it is crucial to explore how this community based knowledge provides deeper insights understanding and influence on such things as decision making and problem solving *African Studies Breakthroughs in Research and Practice* examines the politics culture language history socio economic development methodologies and contemporary experiences of African peoples from around the world Highlighting a range of topics such as indigenous knowledge developing countries and public administration this publication is an ideal reference source for sociologists policymakers anthropologists government officials economists instructors researchers academicians and graduate level students in a variety of fields

Handbook of Comparative Education Law: Selected Nations from Africa and the Americas Charles J. Russo, 2019-08-09 Each of the four volumes in this set as well as each volume independently provide comparative analyses for researchers practitioners and students of the law and education in examining law and education in

various countries around the world Designed to allow readers to learn from rather than copy the legal and educational systems in these volumes the books are designed to generate thought and conversation on how education can be improved around the world By having chapter authors leading academicians in the home countries follow the same template so it can be easier to compare similarities and differences thereby helping to make the book user friendly The value of these books is that they should help to enhance international awareness of the similarities and advantages associated with bringing together knowledge from various countries concerning education law Volume 4 encompassing Selected Nations in Africa and the Americas namely Brazil Canada Mauritius United States South Africa and Venezuela consists of detailed analysis of educational law and systems in these representative countries so researchers and students there and elsewhere can learn from one another

Creating and Negotiating Collaborative Spaces for Socially Just Anti-Bullying Interventions for K-12 Schools Azadeh F. Osanloo, Cindy Reed, Jonathan P. Schwartz, 2016-11-01 Across the United States schools face the daunting issue of confronting the widespread effects of bullying which threaten the physical emotional and intellectual well being and development of youth Creating and Negotiating Collaborative Spaces for Socially Just Anti Bullying Interventions for K 12 Schools is a theoretically and empirically grounded edited volume that describes practical ways to address bullying at both systemic and individual levels Central to the scope of the book is a diversity focused approach to assessing and conceptualizing discrimination and bullying among marginalized youth such as LGBTQ mixed race gifted and talented and special needs populations Interspersed with concrete real life examples each chapter in the volume expands on the multiple dimensions of bullying as well as research backed anti bullying interventions The book advances previous literature by addressing contemporary issues in bullying Special topics include teacher to student bullying cyberbullying restorative justice practices and assessment of attitudes toward addressing bullying

Sexual Orientation, Gender Identity, and Schooling Stephen Thomas Russell, Stacey S. Horn, 2017 Sexual Orientation Gender Identity and Schooling brings together contributions from a diverse group of researchers policy analysts and education advocates from around the world to synthesize the practice and policy implications of research on sexual orientation gender identity and schooling

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