

|     |  |   |
|-----|--|---|
| 2.5 | <p>The new series/<i>Die nuwe reeks</i> is <math>16 + 44 + 72 + \dots + 1752</math></p> $16 + 28(n - 1) = 1752$ $1736 = 28(n - 1)$ $62 = n - 1$ $n = 63$ <p><b>OR/OF</b></p> $2 + 9 + \underline{16} + 23 + 30 + 37 + \underline{44} + 51 + \dots + \underline{1752}$ <p><math>T_3</math> is divisible by /is deelbaar deur 4</p> <p>Then <math>T_7, T_{11}, T_{15}, \dots, T_{251}</math> are divisible by 4, thus each 4<sup>th</sup> term is divisible by 4.</p> <p>Daarna is <math>T_7, T_{11}, T_{15}, \dots, T_{251}</math> deelbaar deur 4, d.w.s. elke 4<sup>de</sup> term is deelbaar deur 4.</p> <p><math>\therefore</math> number of terms divisible by 4 will be <math>= \frac{251 - 3}{4} + 1 = 63</math></p> <p><math>\therefore</math> aantal terme deelbaar deur 4 sal wees <math>= \frac{251 - 3}{4} + 1 = 63</math></p> <p><b>OR/OF</b></p> <p>Position of terms divisible by 4:</p> $3 ; 7 ; 11 ; \dots ; 247 ; 251$ $T_n = 4n - 1 = 251$ $4n = 252$ $n = 63$ | <p>✓✓ generating new series divisible by 4/<br/><i>vorming van nuwe reeks deelbaar deur 4</i></p> <p>✓ <math>T_n = 1752</math></p> <p>✓ 63 (4)</p>  |
|     | <p><math>T_3</math> is divisible by /is deelbaar deur 4</p> <p>Then <math>T_7, T_{11}, T_{15}, \dots, T_{251}</math> are divisible by 4, thus each 4<sup>th</sup> term is divisible by 4.</p> <p>Daarna is <math>T_7, T_{11}, T_{15}, \dots, T_{251}</math> deelbaar deur 4, d.w.s. elke 4<sup>de</sup> term is deelbaar deur 4.</p> <p><math>\therefore</math> number of terms divisible by 4 will be <math>= \frac{251 - 3}{4} + 1 = 63</math></p> <p><math>\therefore</math> aantal terme deelbaar deur 4 sal wees <math>= \frac{251 - 3}{4} + 1 = 63</math></p>  | <p>✓ <math>T_3</math> is divisible by 4/<br/><i>is deelbaar deur 4</i></p> <p>✓ identifying terms divisible by 4/<br/><i>identifiseer terme deelbaar deur 4</i></p> <p>✓ reasoning/redenering</p> <p>✓ 63 (4)</p> |
|     | <p>Position of terms divisible by 4:</p> $3 ; 7 ; 11 ; \dots ; 247 ; 251$ $T_n = 4n - 1 = 251$ $4n = 252$ $n = 63$   | <p>✓✓ generating sequence involving position of terms/<i>vorming van reeks i.t.v. posisie van terme</i></p> <p>✓ <math>T_n = 251</math></p> <p>✓ 63 (4)</p>   |

# Grade 2014 Mathematics Papernovember

**Cresswell John, Schwantner  
Ursula, Waters Charlotte**



## **Grade 2014 Mathematics Paper** **November:**

Clickers in the Classroom David S. Goldstein, Peter D. Wallis, 2023-07-03 With classroom response systems or CRSs also known as Student Response Systems Individual Response Systems or informally clickers in use in higher education for some 20 years there is now both ample research and a wealth of examples and ideas to draw on for faculty who are contemplating their use or exploring new ways to integrate them in their teaching The research demonstrates that integrated purposefully in courses the use of clickers aligns with what neuroscience tells us about the formation of memory and the development of learning In addition they elicit contributions from otherwise reticent students and enhance collaboration even in large lecture courses foster more honest responses to discussion prompts increase students engagement and satisfaction with the classroom environment and provide an instantaneous method of formative assessment This book presents a brief history of the development of CRSs and a survey of empirical research to provide a context for current best practices and then presents seven chapters providing authentic effective examples of the use of clickers across a wide range of academic disciplines demonstrating how they can be effective in helping students to recognize their misconceptions and grasp fundamental concepts Like all pedagogical interventions classroom response systems are no panacea and the experienced contributors candidly describe avoidable pitfalls while demonstrating how clickers can deepen student learning and how by providing instantaneous feedback they enable teachers to make adjustments on the fly to better address student understandings or misunderstandings The final chapter explores pros and cons of response systems that use mobile devices and smart phones Mathematics and Multi-Ethnic Students Yvelyne Germain-McCarthy, 2017-05-25 Mathematics and Multi Ethnic Students provides detailed profiles of teachers across the nation who have implemented effective mathematics instruction for diverse student populations In this revised edition Yvelyne Germain McCarthy expands upon the popular case studies and adds two new chapters to highlight the latest educational research and practices that are reflected in the case studies A third new chapter introduces the concept of the Life Long Learning Laboratory where courageous questions on issues such as the impact of race on student learning are discussed Featuring useful framing tools including the Discussion with Colleagues and Commentary sections Mathematics and Multi Ethnic Students translates concrete instances of access and equity into generalized problem solving methods for promoting ethnic diversity across grade levels An important resource for pre service and in service educators researchers administrators and policy makers this volume highlights the work of teachers who have gone beyond mere awareness of reform recommendations in mathematics instruction By uniting the goals of multicultural education with those of the mathematics curriculum educators will learn to conceptualize and implement best practices for effective equitable teaching and learning of mathematics for their students Psychological and Pedagogical Considerations in Digital Textbook Use and Development Railean, Elena, 2015-04-30 This book offers balanced coverage of

the technological solutions that contribute to the design of digital textbooks and contribute to achieving learning objectives offering an emphasis on assessment mechanisms and learning theory      Handbook of Research on Teacher Practices for Diverse Writing Instruction Hodges, Tracey S.,2022-05-20 The art and practice of writing is complex and multidimensional students often apply unique writing styles As such educators must apply focused teaching methods to nurture these unique forms of writing Educators must stay up to date with the practices for diverse writing instruction in order to best engage with a diverse classroom However resources related to writing typically do not focus on the depth and breadth of writing and there is a need for a resource that offers a comprehensive look at diverse writing instruction research The Handbook of Research on Teacher Practices for Diverse Writing Instruction provides a rich discussion of the issues perspectives and methods for writing instruction currently in use with an added lens focusing on diversity and equity It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting Covering topics such as student motivation curriculum development and content area instruction this major reference work is an essential resource for preservice teachers faculty and administration of K 12 and higher education academic libraries government officials school boards researchers and academicians      **PISA A Review of International Large-Scale Assessments in Education Assessing Component Skills and Collecting Contextual Data** Cresswell John,Schwantner Ursula,Waters Charlotte,2015-12-11 The OECD has initiated PISA for Development PISA D in response to the rising need of developing countries to collect data about their education systems and the capacity of their student bodies      **South African national bibliography** ,1999 Classified list with author and title index      **Teaching Math at a Distance, Grades K-12** Theresa Wills,2020-10-12 Make Rich Math Instruction Come to Life Online In an age when distance learning has become part of the new normal educators know that rich remote math teaching involves more than direct instruction online videos and endless practice problems on virtual worksheets Using both personal experience and those of teachers in real K 12 online classrooms distance learning mathematics veteran Theresa Wills translates all we know about research based equitable rigorous face to face mathematics instruction into an online venue This powerful guide equips math teachers to Build students agency identity and strong math communities Promote mathematical thinking collaboration and discourse Incorporate rich mathematics tasks and assign meaningful homework and practice Facilitate engaging online math instruction using virtual manipulatives and other concrete learning tools Recognize and address equity and inclusion challenges associated with distance learning Assess mathematics learning from a distance With examples across the grades links to tutorials and templates and space to reflect and plan Teaching Math at a Distance offers the support clarity and inspiration needed to guide teachers through teaching math remotely without sacrificing deep learning and academic growth      **November 2019 Monthly Current Affairs with MCQs for Competitive Exams** Disha Experts,2019-10-21      **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 does 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.

**Assessing Academic Literacy in a Multilingual Society** Albert Weideman, John Read, Theo du Plessis, 2020-11-02  
South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English, and to a much lesser extent Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

*The Schenley Experiment* Jake Oresick, 2017-04-14  
The Schenley Experiment is the story of Pittsburgh's first public high school, a social incubator in a largely segregated city that was highly, even improbably, successful throughout its 156-year existence. Established in 1855 as Central High School and reorganized in 1916, Schenley High School was a model of innovative public education and an ongoing experiment in diversity. Its graduates include Andy Warhol, actor Bill Nunn, and jazz virtuoso Earl Hines, and its prestigious academic program and pensions lured such teachers as future Pulitzer Prize winner Willa Cather. The subject of investment as well as destructive neglect, the school reflects the history of the city of Pittsburgh and provides a study in both the best and worst of urban public education practices there and across the Rust Belt. Integrated decades before *Brown v. Board of Education*.

Schenley succumbed to default segregation during the white flight of the 1970s it rose again to prominence in the late 1980s when parents camped out in six day long lines to enroll their children in visionary superintendent Richard C Wallace s reinvigorated school Although the historic triangular building was a cornerstone of its North Oakland neighborhood and a showpiece for the city of Pittsburgh officials closed the school in 2008 citing over 50 million in necessary renovations a controversial event that captured national attention Schenley alumnus Jake Oresick tells this story through interviews historical documents and hundreds of first person accounts drawn from a community indelibly tied to the school A memorable important work of local and educational history his book is a case study of desegregation magnet education and the changing nature and legacies of America s oldest public schools **The Education Invasion** Joy Pullmann,2017-03-14

Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies *Measuring Teachers' Beliefs Quantitatively* Safrudiannur,2020-04-06

The use of Likert scale instruments for measuring teachers beliefs is criticized because of amplifying social desirability reducing the willingness to make differentiations and often providing less or no contexts Those weaknesses may distort teachers responses to a Likert scale instrument causing inconsistencies between their responses and their actions Therefore the author offers an alternative approach by employing rank then rate items and considering students abilities as one of the factors affecting teachers beliefs The results confirm that the offered approach may give a better prediction about teachers beliefs than does a Likert scale instrument **Mathematical and Statistics Anxiety: Educational, Social, Developmental and Cognitive Perspectives** Kinga Morsanyi,Irene Cristina Mammarella,Denes Szűcs,Carlo Tomasetto,Caterina Primi,Erin Anne Maloney,2017-01-19 Mathematical anxiety is a feeling of tension

apprehension or fear which arises when a person is faced with mathematical content The negative consequences of mathematical anxiety are well documented Students with high levels of mathematical anxiety might underperform in important test situations they tend to hold negative attitudes towards mathematics and they are likely to opt out of elective mathematics courses which also affects their career opportunities Although at the university level many students do not continue to study mathematics social science students are confronted with the fact that their disciplines involve learning about statistics another potential source of anxiety for students who are uncomfortable with dealing with numerical content Research on mathematical anxiety is a truly interdisciplinary field with contributions from educational developmental cognitive social and neuroscience researchers The current collection of papers demonstrates the diversity of the field offering both new empirical contributions and reviews of existing studies The contributors also outline future directions for this line of research

**Global Action on School Library Guidelines** Barbara A. Schultz-Jones,Dianne Oberg,2015-06-16

This book celebrates the new IFLA School Library Guidelines and shows how the Guidelines can be used in improving school library services Each chapter describes innovative initiatives for developing implementing and promoting school library guidelines The book provides inspiration and guidance for the creation of national school library standards and for the development and use of standards and guidelines to change school library practice to define the teaching role of school librarians to guide the initial preparation of school librarians and to advocate for school library services Contributors to the book come from around the world Australia Canada Ethiopia France Malaysia Norway Poland Portugal Spain Sweden and the United States Their work illustrates the shared commitment of school librarians around the world to teaching and learning for all as envisioned in the IFLA UNESCO School Library Manifesto

*A Focus on Fractions* Marjorie M. Petit,Robert E. Laird,Caroline B. Ebby,Edwin L. Marsden,2022-07-29 The third edition of this book offers a unique approach to making mathematics education research on the teaching and learning of fraction concepts readily accessible and understandable to pre service and in service K 8 mathematics teachers Revealing students thought processes with extensive annotated samples of student work and vignettes characteristic of classroom teachers experience this book provides teachers a research based lens to interpret evidence of student thinking inform instruction and ultimately improve student learning Based on research gathered in the Ongoing Assessment Project OGAP and updated throughout this engaging and easy to use resource also features Two new chapters dedicated to understanding the OGAP Fraction Framework and Progression based on research conducted with hundreds of teachers to gather and interpret evidence of student learning along a learning progression referenced throughout the book so readers can apply the concepts to their instruction A close focus on student work including 180 annotated pieces of student work to help teachers improve their ability to recognize assess and monitor their students errors and misconceptions as well as their developing conceptual understanding A discussion of decimal fractions also new to the third edition In chapter sections on how Common Core State Standards for Math CCSSM are supported by

math education research End of chapter Looking Back questions to allow teachers to analyze student thinking and consider instructional strategies for their own students Instructional links to help teachers relate concepts from each chapter to their own instructional materials and programs Accompanying online Support Material includes an answer key to Looking Back questions as well as a copy of the OGAP Fraction Framework and Progression A Focus on Fractions is part of the popular A Focus on collection designed to aid the professional development of pre service and in service mathematics teachers As with the other volumes on addition and subtraction ratios and proportions and multiplication and division this updated new edition bridges the gap between what math education researchers know and what teachers need to know in order to better understand evidence in student work and make effective instructional decisions

**Teaching Secondary Science** Geoff Woolcott, Robert Whannell, 2017-11-16 Teaching Secondary Science Theory and Practice provides a dynamic approach to preparing preservice science teachers for practice Divided into two parts theory and practice the text allows students to first become confident in the theory of teaching science before showing how this theory can be applied to practice through ideas for implementation such as sample lesson plans These examples span a variety of age levels and subject areas allowing preservice teachers to adapt each exercise to suit their needs when they enter the classroom Each chapter is supported by pedagogical features including learning objectives reflections scenarios key terms questions research topics and further readings Written by leading science education researchers from universities across Australia Teaching Secondary Science is a practical resource that will continue to inspire preservice teachers as they move from study into the classroom This book includes a single use twelve month subscription to Cambridge Dynamic Science

**Helping Children Learn Mathematics** Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Audrey Cooke, Sue Bennett, Bronwyn Ewing, John West, 2020-01-21 The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text

**The Formative 5 in Action, Grades K-12** Francis (Skip) Fennell, Beth McCord Kobett, Jonathan A. Wray, 2023-06-05 This expanded volume serves as an interactive guide that steers teachers toward successful implementation of the formative five techniques of observation interviews Show Me hinge questions and exit tasks It offers video examples of the five techniques in action in real K 12 classrooms built in reflection exercises and activities discussion of providing effective and timely feedback to students while harnessing their strengths and teachers frequently asked questions

*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.

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