



basic education

Department
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS NATIONAL SENIOR CERTIFICATE EXAMINATIONS

MATHEMATICS P1

2021

MARKS: 100

TIME: 1 hour

This question paper consists of 10 pages and 1 information sheet.

01/00

100/100

QUESTION 1

- 1.1 Solve for x :
 - 1.1.1 $x^2 + 3x + 2 = 0$ (5)
 - 1.1.2 $3x^2 + x - 4 = 0$ (Show partial solution in TWO distinct parts) (10)
 - 1.1.3 $x^2 = 49$ (5)
- 1.2 Given $y = \frac{3x^2 + 5}{x}$
 - 1.2.1 Solve for x (5)
 - 1.2.2 Hence solve for x : $2x^2 + 22x = 48$ (5)
- 1.3 Without using a calculator, calculate the value of $\sqrt{\frac{36x^2 + 25}{12x^2}}$ (5)
- 1.4 Solve for x and y simultaneously:
 $(x + y + 2) = \frac{1}{x}$ and $\frac{1}{y} = 4y + 1$ (10)

QUESTION 2

- 2.1 The first term of an arithmetic sequence is 2 and the 17th term is 38.
 Determine:
 - 2.1.1 d , the common difference of the sequence (5)
 - 2.1.2 The number of terms in the sequence if the last term of the sequence is 47 (5)
 - 2.1.3 The sum of the first 40 terms in the sequence (5)
- 2.2 $16, 25, 36, 49, \dots$ is a positive number pattern.
 - 2.2.1 Write down the 10th term of the number pattern (5)
 - 2.2.2 Determine the n^{th} term of the number pattern (5)
 - 2.2.3 Determine the maximum value of the following number pattern:
 $-12, -\frac{12}{2}, -\frac{12}{4}, -\frac{12}{8}, \dots$ (5)

Grade 1 mathematics Paper2 June 2014

CL Gary



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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 [Mathematics Strategies for Tier 1 and Tier 2 Interventions in a PLC at Work®](#) Sarah Schuhl, Mona Toncheff, Jennifer Deinhart, Brian Buckhalter, 2024-12-02 Discover how your collaborative team can ensure all students learn grade level mathematics during Tier 1 and Tier 2 instruction This valuable guide provides preK 12 teachers with ready to use tools and strategies to help students communicate using mathematical language and develop number sense conceptual understanding procedural fluency mathematical reasoning problem solving and more PreK 12 educators can use this book to Collaborate with teams to build a shared understanding of essential mathematics standards Ensure students learn grade level mathematics during Tier 1 and Tier 2 instruction Learn how to help students make connections to prior learning and why that matters Create opportunities for students to reason through problems with their peers Develop students number sense procedural fluency and other key mathematics skills Contents Introduction Part 1 A Culture of Learning Chapter 1 Work as a Collaborative Mathematics Team Focused on Student Learning Chapter 2 Build a Community of Learners Part 2 Mathematics Foundations Chapter 3 Teach Grade or Course Level Content Chapter 4 Connect to Prior Knowledge Chapter 5 Develop Number Sense Chapter 6 Focus on Problem Solving Chapter 7 Develop Procedural Fluency Part 3 Student Engagement Chapter 8 Communicate Using Mathematical Language Chapter 9 Grow Learning Through Student Discourse Chapter 10 Use Meaningful Feedback for Learning Chapter

11 Empower Learners Through Student Investment Epilogue Appendix A Data Analysis Protocols Appendix B Cognitive Demand Level Task Analysis Guide References and Resources Index **Proceedings of Mechanical Engineering Research Day 2017** Mohd Fadzli Bin Abdollah, Tee Boon Tuan, Mohd Azli Salim, Mohd Zaid Akop, Rainah Ismail, Haslinda Musa, 2017-05-29 This e book is a compilation of papers presented at the Mechanical Engineering Research Day 2017 MERD 17 Melaka Malaysia on 30 March 2017 **Daily Graphic** Ransford Tetteh, 2014-03-24 Executive Function and Education Mariëtte Huizinga, Dieter Baeyens, 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 **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 **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.

Teaching Mathematics Creatively Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies, activities, and ideas to bring mathematics to life in the primary classroom. Taking an innovative and playful approach to maths teaching, this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge, understanding, and enjoyment of the subject. In the creative classroom, mathematics becomes a tool to build confidence, develop problem-solving skills, and motivate children. The fresh approaches explored in this book include a range of activities such as storytelling, music, and construction, elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way. Key chapters of this book explore Learning maths outdoors, make more noise, make more mess, or work on a larger scale. Everyday maths, making sense of the numbers, patterns, shapes, and measures children see around them. Music and maths, the role of rhythm in learning, and music and pattern in maths. Stimulating, accessible, and underpinned by the latest research and theory, this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom.

Get Set, Go! Thomas R. Guskey, 2020-03-06 Make school a better experience for students by ensuring grading and reporting practices are honest, accurate, meaningful, and fair. A companion to the best-selling and award-winning *On Your Mark*, this practical guide details how to successfully lead lasting grading reform. Dr. Thomas R. Guskey simplifies the transition by guiding educators through six essential steps from developing a coalition devoted to change to

creating a systematic plan Use this resource to develop a new system of grading in your school or district Become familiar with the process of implementing a rigorous new system of reporting that aligns with the goals of standards based grading Acquire numerous tools and strategies that will assist in the process of implementing a new grading system Study the six steps that are essential to any successful attempt to reform grading as well as how to succeed in each Learn how to form a change action plan that covers the entire system of implementation and improves the student experience Contents About the Author Introduction Chapter 1 Learn From Failures Chapter 2 Form a Coalition for Change Chapter 3 Understand the Change Process Chapter 4 Clarify the Purpose of Grading and Reporting Chapter 5 Report Multiple Grades for Cognitive Outcomes Chapter 6 Report Multiple Grades for Noncognitive Outcomes Chapter 7 Get Assessment Policies and Practices Right Chapter 8 Develop a Systematic Plan for Implementation References and Resources Index

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