

## Grade 12 task:

Grade 12 learners must complete 7 formal assessment tasks.

Term 1: an assignment, a project or investigation and a test = 3 SBA tasks

Term 2: a test and the mid-year examination = 2 SBA tasks

Term 3: a test and a mid-year examination = 2 SBA tasks

These exemplars will not deal with the two examinations as we are still waiting for the national examination guidelines. The test for each term may be compiled from the topical assignments.

## Term 1

## Topical Assignments

## Topic 1: Sequences and series

## Question 1

- 1.1 Consider the sequence:  $6; 10; 16; 24; 34; \dots$
- 1.1.1 If the sequence behaves consistently, determine the next two terms of the sequence. (2)
- 1.1.2 Calculate a formula for the  $n^{\text{th}}$  term of the sequence. (5)
- 1.1.3 Use your formula to calculate  $n$  if the  $n^{\text{th}}$  term in the sequence is 1264. (3)
- 1.2 Consider the following sequence:  $6; 18; 54; 162; \dots$
- 1.2.1 If the formula for the general term of the sequence is  $T_n = ar^{n-1}$ , give the value of  $a$  and  $r$ . (2)
- 1.2.2 Which term of the sequence is equal to 1458? (4)
- 1.3 Given the geometric series:  $5_n (3)^n + 5_n (3)^n + 5_n (3)^n + \dots$
- 1.3.1 Explain why the series converges. (2)
- 1.3.2 Calculate the sum to infinity of the series. (3)
- 1.3.3 Calculate the sum of the first 9 terms of the series, correct to **TWO** decimal places. (4)
- 1.3.4 Use your answers to QUESTION 1.3.2 and QUESTION 1.3.3 to determine  $\sum_{n=0}^{\infty} 5_n (3)^{n+1}$  (correct to **TWO** decimal places). (2)

# Limpopo Grade Mathematics

**D Sidentop**

A decorative graphic element consisting of a light blue horizontal bar with a rounded right end, and a red circular glow behind it.

## **Limpopo Grade Mathematics:**

*Improving National Education Systems After COVID-19* Nuno Crato, Harry Anthony Patrinos, 2024-10-14 This open access book compares and analyses the results in twelve countries of the two latest international student assessments Progress in International Reading Literacy Study 2021 PIRLS and the Programme for International Student Assessment 2022 PISA and tries to disentangle the effects of the pandemic from the long term trends in education It is one of the first or maybe the first published volumes to provide a global assessment of the devastating impact of the COVID 19 pandemic on student learning as measured by independent international comparative surveys The 12 countries discussed in this volume represent a wide variety of educational systems including Chile Ecuador England Estonia Italy the Netherlands Poland Portugal South Africa Spain and the United States It compiles diverse scenarios including countries that are high performers countries that perform at the OECD mean and countries that are struggling to attain the OECD average Each country has its history that reflects efforts to cope with pandemic school closures and to improve educational achievement A major topic discussed in this edited volume is related to understanding the diverse circumstances for the variations in results within different countries Why did learning loss in specific locations How much learning was lost Why is a country continuously declining Why is another country constantly improving Why is there higher or less levels of inequality How is a country regularly improving with an outdated curriculum Which policies have worked and which ones have not What can we do now This book is a valuable contribution to answer these concerns based on a diverse sample of countries and research questions

West African Youth Challenges and Opportunity Pathways Mora L. McLean, 2019-10-21 This open access edited collection focusing on Ghana and Nigeria offers a transatlantic transnational exploration of barriers that threaten the wellbeing of West African youth ranging from Black immigrant youth in the American city of Newark New Jersey to students in Almajiri Islamic schools in Northern Nigeria Incorporating themes of migration vulnerability and agency and aspirations the book conveys the resilience of African youth transitioning toward adulthood in a world of structural inequality It thus crosses the academic divide between Youth Studies and African Studies while challenging conventional framings of Black youth as deficient and deviant positing instead their individual and collective creativity and assets The contributors employ different methodological approaches including field research and autoethnography from varying multidisciplinary and practitioner perspectives

The A to Z of Careers in South Africa ,2006      **Exploring childhood in a comparative context** Mabel Ann Brown, Jon White, 2013-09-05 Exploring Childhood in a Comparative Context meets an increasing need for students focusing on early childhood to be familiar with alternative practices in other countries Providing a ready made source of information about a wide range of countries including Finland the Netherlands the United States New Zealand Japan South Africa and many more the book clearly describes the way each country understands and conceptualises childhood Each chapter includes contextual information about the country an introduction to the theory that has shaped practice and describes the curriculum for pre

school and primary education Including vignettes from practitioners working in each country to illustrate practice the chapters explore key themes such as Child development Parental involvement Teaching and learning Professionalism Assessment Pupil experience Accessibly written and including opportunities for reflection this timely new book will give students a valuable insight into alternative education systems that is essential if they are to become practitioners with a current and global approach

**Annual Report** South Africa. Department of Basic Education,2016 **Journal of Psychology in Africa** ,2009 *South African Schooling: The Enigma of Inequality* Nic Spaull,Jonathan D.

Jansen,2019-11-05 This volume brings together many of South Africa s leading scholars of education and covers the full range of South African schooling from financing and policy reform to in depth discussions of literacy numeracy teacher development and curriculum change The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with Are there different and preferential equilibria we have not yet thought of or explored and if so what are they In practical terms how does one get to a more equitable distribution of teachers resources and learning outcomes While decidedly local these questions resonate throughout the developing world South Africa today is the most unequal country in the world The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth This is the largest 90 10 gap in the world and one that is reflected in the schooling system Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard work and determination but instead by the colour of their skin the province of their birth and the wealth of their parents Looking back on almost three decades of democracy in South Africa it is this stubbornness of inequality and its patterns of persistence that demands explanation justification and analysis This is a landmark book on basic education in South Africa an essential volume for those interested in learning outcomes and their inequality in South Africa The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race class and place The book brings together the wealth of decades of research output from top quality researchers to explore what has improved what has not and why Prof Lant Pritchett Harvard University There is much wisdom in this collection from many of the best education analysts in South Africa No surprise that they conclude that without a large and sustained expansion in well trained teachers early childhood education and adequate school resources South Africa will continue to sacrifice its people s future to maintaining the privileges of the few Prof Martin Carnoy Stanford University Altogether one can derive from this very valuable volume if not an exact blueprint for the future then certainly at least a crucial and evidence based itinerary for the next few steps Dr Luis Crouch RTI **Economic & Social Rights**

**Report** ,2002 **Diverse educational contexts and research on metacognition and motivation to enhance self-directed learning** Bernadette Geduld,Byron J. Bunt,Divan Jagals,2025-02-17 This scholarly book explores the latest education research on metacognition and self directed learning providing practical insights for educators and students As the

thirteenth volume in the NWU Self Directed Learning Series it focuses on developing metacognitive skills to enhance self regulation motivation and independent thinking key competencies for success in the 21st century Metacognition plays a vital role in learning helping students plan evaluate and self assess their progress Research shows that students with strong metacognitive strategies achieve better learning outcomes apply knowledge effectively and persist through academic challenges This book offers evidence based teaching strategies to support the development of self regulated learning and motivation in diverse educational settings It examines teaching behaviour and instructional methods that foster metacognitive growth in both basic and higher education With a particular focus on the South African education landscape it extends research in cognitive developmental and applied psychology Researchers and educators will find practical approaches for integrating metacognition into various disciplines making this book a valuable resource for both undergraduate and graduate education programmes

**Annual Report Mpumalanga (South Africa).** Department of Education,2012 *State of the Nation* ,2007 *Africa*, 2003 Charles H. Cutter,2003 *Numbers & Needs* Allyson Lawless,2005 *Africa* Charles H. Cutter,2005-08 **South African Journal of Higher Education** ,2008 Taking Power in the Economy Susan Brown,Alta Fölscher,2004 Covers trends from the mid1990s to 2002 **Human Resources Development Review 2008** Andre Kraak,Karen Press,2008 Through 25 chapters authored by some of the leading researchers in the field the Human Resources Development Review 2008 provides an extensive overview of the contextual factors driving human resources development in South Africa A key theme throughout the volume is the importance of a multi faceted skills development strategy operating at three levels The first entails high skills policies aimed at expanding export oriented manufacturing production and services provision particularly in new globally competitive niche areas The second relates to the economy s ongoing need for intermediate skills as is evident in the shortage of skilled artisans and technologists Finally the provision of basic entry level skills is important in view of the urgent need for large scale job creation schemes triggered by public sector initiatives to ameliorate high levels of unemployment and despondency especially amongst the youth *Africa*, 2004 Charles Hickman Cutter,2004 **South Africa Survey** ,2009 **The Politics and Governance of Basic Education** Brian Levy,Robert Cameron,Ursula Hoadley,Vinothan Naidoo,2018-08-24 This is an open access title available under the terms of a CC BY NC ND 4 0 International licence It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations All over the world economic inclusion has risen to the top of the development discourse A well performing education system is central to achieving inclusive development but the challenge of improving educational outcomes has proven to be unexpectedly difficult Access to education has increased but quality remains low with weaknesses in governance comprising an important part of the explanation The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education Using the vivid example of South Africa a country that

had ambitious goals at the outset of its transition from apartheid to democracy it explores how the interaction of politics and institutions affects educational outcomes By examining lessons learned from how South Africa failed to achieve many of its goals it constructs an innovative alternative strategy for making process combining practical steps to achieve incremental gains to re orient the system towards learning

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