NOTE:
- If a candidate answers a question/vraag TWICE, only mark the FIRST attempt.
- Consistent accuracy applies in all aspects of the marking memorandum.

LET WEL:
- *Indien 'n kandidaat 'n vraag TWEE keer beantwoord, merk slegs die EERSTE poging.*
- *Volgehoue akkuraatheid is DEURGAANS in ALLE aspekte van die memorandum van toepassing.*

QUESTION/VRAAG 1

1.1.1	$3x^2 - 4x = 0$ $x(3x - 4) = 0$ $x = \dfrac{4}{3}$ or $x = 0$	✓ factors ✓ both answers (2)
1.1.2	$x - 6 + \dfrac{2}{x} = 0$ $x^2 - 6x + 2 = 0$ $x = \dfrac{-(-6) \pm \sqrt{(-6)^2 - 4(1)(2)}}{2(1)}$ $= \dfrac{6 \pm \sqrt{28}}{2}$ $x = 0{,}35$ or $x = 5{,}65$ **OR** $x - 6 + \dfrac{2}{x} = 0$ $x^2 - 6x + 2 = 0$ $\quad (x - 3)^2 = -2 + 9$ $\quad (x - 3) = \pm\sqrt{7}$ $\quad\quad x = 3 \pm \sqrt{7}$ $\quad\quad x = 0{,}35$ or $x = 5{,}65$	✓ $x^2 - 6x + 2 = 0$ ✓ subs into correct formula ✓ $x = 0{,}35$ ✓ $x = 5{,}65$ (4) ✓ $x^2 - 6x + 2 = 0$ ✓ $(x - 3)^2 = -2 + 9$ ✓ $x = 0{,}35$ ✓ $x = 5{,}65$ (4)
1.1.3	$x^{\frac{2}{3}} = 4 ; \quad x > 0$ $x = \left(2^2\right)^{\frac{3}{2}}$ $x = 8$ **OR**	✓ $x = \left(2^2\right)^{\frac{3}{2}}$ ✓ $x = 8$ (2)

Mathematic Exampler 2014

Anders Jönsson,Frans Prins

Mathematic Exampler 2014:

High-Level Adaptation and Aftereffects Rocco Palumbo,Stefania D'Ascenzo,Luca Tommasi,2017-04-28 Aftereffects generally occur after a prolonged exposure adaptation to a first stimulus possessing one given property followed by presentation of a stimulus bearing a neutral value of that property The aftereffect consists in a change in appearance of the neutral stimulus following the adapter compared to the appearance of the neutral stimulus when it is perceived without any previous exposure to the adapter The transient phenomena of perceptual aftereffects are believed to depend on the activation of neuron populations that respond selectively to a given property of the stimuli Studying how adaptation occurs which stimulus properties are sensitive to it which timings are necessary whether individual differences modulate its occurrence has thus become an indirect way to probe the plasticity of sensory functions in the nervous system recently extending to more cognitive and representational aspects of neural coding In the last two decades indeed it has been demonstrated that aftereffects occur not only for low level properties of stimuli such as motion color or orientation but also for high level properties Many studies have proven that high level proprieties of the stimuli e g gender identity ethnicity or age of a face or a voice are sensitive to this phenomenon It has been shown for example that the prolonged exposure to a female or male face produces a gender misperception in the opposite direction when an androgynous face is shown after the adapter Furthermore recent studies have also shown that aftereffects are not strictly contingent upon the physical features that make up stimuli but they seem to run across the high level proprieties subjects are adapted to These evidences are supported by cross category adaptation studies which underlie how aftereffects occur even across stimuli that do not share physical features e g bodies and faces but that instead share common higher level properties such as gender Given the growing body of research focused on adaptation and aftereffects in high level perception at the boundaries with perceptual learning attention and cognition the purpose of this topic is to provide a picture of the state of the art relative to the specific phenomena of adaptation in high level perceptual processing   **Transparency in Assessment – Exploring the Influence of Explicit Assessment Criteria** Anders Jönsson,Frans Prins,2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under

which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions **Target NTSE Class 10 Stage 1 & 2 Solved Papers (2010 - 17) + 5 Mock Tests (MAT + LCT + SAT) 4th Edition** Disha Experts,2017-08-01 The 4th Edition consists of past 8 years Solved papers of Stage 2 2010 2017 The book has a separate section PAST EXEMPLAR PROBLEMS for SAT MAT LCT This section contains a compilation of selective questions from the past papers of NTSE Stage 1 2011 2016 of various states Delhi Andhra Pradesh Karnataka Madhya Pradesh Orissa Punjab West Bengal Rajasthan Maharashtra The book also provides 5 MOCK TESTS separate papers for MAT SAT LCT designed exactly on the pattern of the NTSE 1st State Exams and 2nd stage National Exam *Oswaal NTA CUET (UG) Question Bank Quantitative Aptitude, General Awareness & Logical Reasoning (Set of 3 Books)(Entrance Exam Preparation Book 2024)* Oswaal Editorial Board,2023-09-26 Description of the product 100% Exam Ready With 2023 CUET UG Exam Papers 2 Slots Fully Solved with Explanations Fill Learning Gaps With Revision Notes Chapter Analysis Crisp Recap with Smart Mind Maps Concept Videos Smart Shortcuts To Solve lengthy problems Final Boost With Tips Tricks to ACE CUET UG in 1 st Attempt Oswaal NTA CUET (UG) | Question Bank Chapterwise & Topicwise General Awareness (2024) Oswaal Editorial Board,2023-09-14 Description of the product 100% Exam Ready With 2023 CUET UG Exam Papers 2 Slots Fully Solved with Explanations Fill Learning Gaps With Revision Notes Chapter Analysis Crisp Recap with Smart Mind Maps Concept Videos Smart Shortcuts To Solve lengthy problems Final Boost With Tips Tricks to ACE CUET UG in 1 st Attempt **Oswaal NTA CUET (UG) | Question Bank Chapterwise & Topicwise Logical Reasoning (2024)** Oswaal Editorial Board,2023-09-14 Description of the product 100% Exam Ready With 2023 CUET UG Exam Papers 2 Slots Fully Solved with Explanations Fill Learning Gaps With Revision Notes Chapter Analysis Crisp Recap with Smart Mind Maps Concept Videos Smart Shortcuts To Solve lengthy problems Final Boost With Tips Tricks to ACE CUET UG in 1 st Attempt *Quantitative Measures of Mathematical Knowledge* Jonathan Bostic,Erin Krupa,Jeffrey Shih,2019-04-29 The aim of this book is to explore measures of mathematics knowledge spanning K 16 grade levels By focusing solely on mathematics content such as knowledge of mathematical practices knowledge of ratio and proportions and knowledge of abstract algebra this volume offers detailed discussions of specific instruments and tools meant for measuring student learning Written for assessment scholars and students both in mathematics education and across educational contexts this book presents innovative research and perspectives on quantitative measures including their associated purpose statements and validity arguments **Ancient and Indigenous**

Wisdom Traditions in African and Euro-Asian Contexts Ehaab Abdou,Theodore Zervas,2024-08-01 This book brings attention to the understudied and often overlooked question of how curricula and classroom practices might inadvertently reproduce exclusionary discourses and narratives that omit or negate particular cultures histories and wisdom traditions With a focus on representations and classroom practices related especially to ancient and Indigenous wisdom traditions and cultures it includes unique contributions from scholars studying these questions in various contexts The book offers a range of important studies from key African and Euro Asian contexts including Afghanistan Albania Greece Iran South Africa Sweden T rkiye and Zimbabwe The various chapter contributions address and discuss nuances of each of the contexts under study The contributions also help highlight some key commonalities across these contexts including how dominant discourses and various forces have historically shaped and continue to shape and reproduce such omissions misrepresentations and marginalization In addition to seeking to reconcile with some of these ancient and Indigenous wisdom traditions and cultures the book charts a path forward towards more holistic analytical frameworks as well as more inclusive and balanced representations and classroom practices in these aforementioned geographic contexts and beyond It will appeal to scholars researchers undergraduate and graduate students with interests in Indigenous education curriculum studies citizenship education history of education religion and educational policy   **Annual Report** India. Department of School Education & Literacy,2014   The Publishers' Circular and Booksellers' Record ,1916   **The Lincoln Library of Essential Information an Up to Date Manual for Daily Reference, for Self Instruction, and for General Culture Named in Appreciative Remembrance of Abraham Lincoln, the Foremost American Exemplar of Self Education** ,1924   **Parliamentary Debates** India. Parliament. Rajya Sabha,2016-03   **The Publisher** ,1916   **Annual Report** Mpumalanga (South Africa). Department of Education,2014   Publishers' Circular and Booksellers' Record of British and Foreign Literature ,1916   **British Books** ,1916   Yearbook of the National Reading Conference National Reading Conference (U.S.),1977   **Comprehensive Dissertation Index** ,1984 Vols for 1973 include the following subject areas Biological sciences Agriculture Chemistry Environmental sciences Health sciences Engineering Mathematics and statistics Earth sciences Physics Education Psychology Sociology Anthropology History Law political science Business economics Geography regional planning Language literature Fine arts Library information science Mass communications Music Philosophy and Religion   **The ... Yearbook of the National Reading Conference** National Reading Conference (U.S.). Meeting,1978   **Comprehensive Dissertation Index: Education, D-H** ,1984

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