

SECTION A**QUESTION 1**(a) Solve for x :

$$(1) \quad (x+2)^2 = 3x(x-2) \quad (5)$$

giving your answers correct to one decimal digit.

$$(2) \quad x^2 - 9x \geq 36. \quad (4)$$

$$(3) \quad 3^x - 3^{x-2} = 72. \quad (4)$$

(b) Given: $(2m-3)(n+5) = 0$.

Solve for:

$$(1) \quad n \text{ if } m = 1. \quad (1)$$

$$(2) \quad m \text{ if } n \neq -5. \quad (1)$$

$$(3) \quad m \text{ if } n = -5. \quad (2)$$

[17]**QUESTION 2**

$$(a) \quad \text{Evaluate:} \quad \sum_{k=2}^6 \frac{2^{k-1}}{k}. \quad (3)$$

(b) The number of members of a new social networking site doubles every day. On day 1 there were 27 members and on day 2 there were 54 members.

$$(1) \quad \text{Calculate the number of members there were on day 12.} \quad (2)$$

$$(2) \quad \text{The site earns half a cent per member per day. Calculate the amount of money that the site earned in the first 12 days.} \quad (4)$$

Give your answer to the nearest Rand.

(c) Gina plans to start a fitness programme by going for a run each Sunday. On the first Sunday she runs 1 km and plans to increase the distance by 750 m each Sunday. When Gina reaches 10 km, she will continue to run 10 km each Sunday thereafter.



$$(1) \quad \text{Calculate the distance that Gina will run on the 9th Sunday.} \quad (3)$$

$$(2) \quad \text{Determine on which Sunday Gina will first run 10 km.} \quad (2)$$

$$(3) \quad \text{Calculate the total distance that Gina will run over the first 24 Sundays.} \quad (4)$$

[18]

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The SAGE Handbook of Inclusion and Diversity in Education Matthew J. Schuelka, Christopher J. Johnstone, Gary Thomas, Alfredo J. Artiles, 2019-09-30 This handbook examines policy and practice from around the world with respect to broadly conceived notions of inclusion and diversity within education It sets out to provide a critical and comprehensive overview of current thinking and debate around aspects such as inclusive education rights philosophy context policy systems and practices for a global audience This makes it an ideal text for researchers and those involved in policy making as well as those teaching in classrooms today Chapters are separated across three key parts Part I Conceptualizations and Possibilities of Inclusion and Diversity in Education Part II Inclusion and Diversity in Educational Practices Policies and Systems Part III Inclusion and Diversity in Global and Local Educational Contexts

Inequality and Flourishing Mariama Ifode-Blease, 2022-06-30 It is no surprise that Christians have long been involved in education the quest for human flourishing and wholeness is at the heart of the gospel and education is critical to that quest Good education has the power to transform our relationships with ourselves with each other with and within communities and ultimately between nation states But what is surprising is our theological silence in the face of the deep injustices which lie at the heart of our education system In *Inequality and Flourishing* Mariama Ifode Blease explores and exposes these inequalities and calls for a greater remembrance of the bountiful and daunting gift of stewardship we have as we educate young people Drawing on interviews she offers a fresh vision of education as being about giving children the best tools to be stewards of their minds and bodies our communities and ultimately our planet

An Introduction to the Study of Education David Matheson, 2014-09-15 This fully updated fourth edition of *An Introduction to the Study of Education* provides a comprehensive and reflective introduction to the study of education inviting students to question what education is who it is for and what purpose it serves Taking the reader from the early years through to lifelong learning it examines all forms of education and learning This new edition includes ten completely new chapters and a step by step guide to essay writing There is also a companion website to accompany the book featuring additional chapters which can be visited at www.routledge.com/cw/matheson This fully updated fourth edition provides a full exploration of the historical sociological philosophical and psychological roots of education a clear focus on the individual levels of education preschool compulsory post compulsory and lifelong learning the latest debates within special educational needs an in depth examination of learning styles insights into the historical development of education and the role of and background to research in education a focus on current educational practice and diversity across the United Kingdom and Ireland Written in a clear and accessible style this is the essential core text for all beginning students on undergraduate and postgraduate courses in Education Studies and all those interested in education today where it came from and where it is going

Numerical Development - From cognitive functions to neural underpinnings Korbinian Moeller, Elise Klein, Klaus F Willmes - von Hinckeldey, Karin Kucian, 2015-02-24 Living at the

beginning of the 21st century requires being numerate because numerical abilities are not only essential for life prospects of individuals but also for economic interests of post industrial knowledge societies Thus numerical development is at the core of both individual as well as societal interests There is the notion that we are already born with a very basic ability to deal with small numerosities Yet this often called number sense seems to be very restricted approximate and driven by perceptual constraints During our numerical development in formal e g school but also informal contexts e g family street we acquire culturally developed abstract symbol systems to represent exact numerosities in particular number words and Arabic digits refining our numerical capabilities In recent years numerical development has gained increasing research interest documented in a growing number of behavioural neuro scientific educational cross cultural and neuropsychological studies addressing this issue Additionally our understanding of how numerical competencies develop has also benefitted considerably from the advent of different neuro imaging techniques allowing for an evaluation of developmental changes in the human brain In sum we are now starting to put together a more and more coherent picture of how numerical competencies develop and how this development is associated with neural changes as well In the end this knowledge might also lead to a better understanding of the reasons for atypical numerical development which often has grievous consequences for those who suffer from developmental dyscalculia or mathematics learning disabilities Therefore this Research Topic deals with all aspects of numerical development findings from behavioural performance to underlying neural substrates from cross sectional to longitudinal evaluations from healthy to clinical populations To this end we included empirical contributions using different experimental methodologies but also theoretical contributions review articles or opinion papers

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

Sri Lanka National Bibliography ,2015-07 *The Times Index* ,2013-06 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Time educational supplement Scotland and the Times higher education supplement

Forthcoming Books Rose Arny, 2003 The Parliamentary Debates (Hansard). Great Britain. Parliament. House of Lords, 2013 Children's Books in Print R R Bowker Publishing, Bowker, 1999-12 *Maths Exam Papers* Russell Kuan, 2024

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Mathematics Grade 1 Hassan A Shoukr, 2020-04-18 Mathematics Grade Primary Volume 1 1 The mathematics grade series for primary stage explains in details each topic of the book in simple new and easy ways with solved examples followed by graduated exercises Our strategy is analysis then construction we analyze the mathematics topic into its initial blocks small lessons then we build every two blocks then every three and so on until the topic is finally built in a pyramid form from

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Duchaine, Joanne Perron, 1997 *Summer Pops Math Grade 1 Classic*, 2024-10-17 **Real Math [grade K]** Stephen S. Willoughby, Carl Bereiter, Open Court Publishing Company, 1981 **Go Math!** Juli K. Dixon, Houghton Mifflin Harcourt Publishing Company, 2011 *My Math* John A. Carter, Gilbert J. Cuervas, Roger Day, Carol E. Malloy, 2021 **My Math**, 2016

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