

GRADE 12 MATHEMATICS
NOVEMBER EXAMINATION PAPER 2

QUESTION 1

The following frequency table provides the number of goals scored by the Proteas netball team during 50 matches in 2018.

Number of goals	Frequency	Cumulative Frequency
$5 < x \leq 10$	6	b
$10 < x \leq 15$	a	14
$15 < x \leq 20$	13	27
$20 < x \leq 25$	9	c
$25 < x \leq 30$	7	43
$30 < x \leq 35$	d	48
$35 < x \leq 40$	e	50

- 1.1 Determine the values a to e.
 1.2 Calculate the average goals scored in 2018.

(5)
 (2)
 (7)

QUESTION 2

The table below shows the data for the heart rate per minute of ten males. Their heart rate is checked before they cycle for 10 min (x) and after they have exercised (y).

	1	2	3	4	5	6	7	8	9	10
Heart rate before	85	90	125	80	85	112	93	118	95	100
Heart rate after	95	100	158	125	125	145	90	175	150	120

- 2.1 Represent the data as a scatter diagram on the grid provided.
 2.2 Calculate the mean heart rate before AND after exercise.
 2.3 Determine the formula for the least regression line to 4 decimal places.
 2.4 Calculate the correlation coefficient to 4 decimal places AND comment on the strength of it.

(3)
 (2)
 (2)
 (2)

- 2.5 Draw the least squares regression line on your scatter diagram.

(7)
 (14)

QUESTION 3

The table below shows the distances (in kilometers) travelled daily by a sales representative for 21 working days in a certain month.

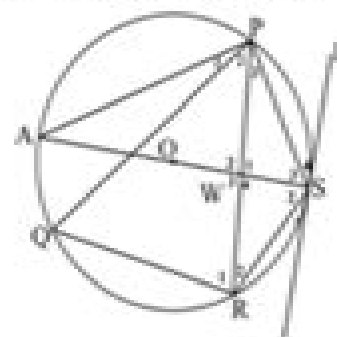
131	132	140	140	141	144	146
147	149	150	151	159	167	169
169	172	174	175	178	187	189

- 3.1 Calculate the mean distance travelled by the sales representative.
 3.2 Write down the five-number summary for this data.
 3.3 Draw the box-and-whisker diagram for this set of data.
 3.4 Calculate the standard deviation of the distance travelled.

(2)
 (4)
 (2)
 (2)
 (10)

QUESTION 4

- 4.1 The diagram shows P, A, Q, R and S lies on the circumference of the circle with centre O. SB is a tangent at S and RSWP. ACWS and RWP are straightlines.



Proof that:

- 4.1.1 $SB \parallel RP$
 4.1.2 $2\angle P = \angle WPS + \angle AS$
 4.1.3 $\angle AS = \frac{m\angle P}{2} + \angle WPS$

(4)
 (5)
 (4)

Paper 2 Mathematics Grade November 2014

Sebastian Brünink



Paper 2 Mathematics Grade November 2014:

Daily Graphic Ransford Tetteh, 2014-09-19 *2024-25 CTET/TET Class 1 to V Mathematics Solved Papers* YCT Expert Team, 2024 25 CTET TET Class 1 to V Mathematics Solved Papers 864 1495 E This book contains 173 sets of the previous year s papers and 5190 objective questions **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 do 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 **Using Peer Tutoring to Improve Reading Skills** Keith Topping, David Duran, Hilde Van Keer, 2015-10-08 Using Peer Tutoring to Improve Reading Skills is a very practical guide offering a straightforward framework and easy to implement strategies to help teachers help pupils progress in reading A succinct introduction it shows how schools can make positive use of differences between pupils and turn them into effective learning opportunities Outlining the evidence base supporting peer tutoring approaches it explores the components of the reading process and explains how peer tutoring in reading can be used with any method of teaching reading Core topics covered include Planning and implementing peer tutoring Getting your school on board How to structure effective interaction Training peer tutors and tutees Paired Reading cross ability approaches One Book for Two fostering fluency reading comprehension and motivation Reading in Pairs cross and same year tutoring Supporting struggling readers Involving families in peer tutoring Evaluation and feedback Illustrated throughout with practical examples from diverse schools across Europe Using Peer Tutoring to Improve Reading Skills is an essential introduction offering easy to use guidelines that will support teachers in primary and secondary schools as they enhance pupil motivation and improve reading standards

Introduction to Teaching Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2018-11-29 An ideal introductory text for aspiring teachers *Introduction to Teaching Making a Difference in Student Learning* is grounded in the realities and complexities found in today's schools. Acclaimed authors Gene E. Hall, Linda F. Quinn, and Donna M. Gollnick thoroughly prepare readers to make a difference as teachers, presenting firsthand stories and evidence-based practices while offering a student-centered approach to learning. The authors focus on how to address one of the biggest challenges facing many of today's schools: ensuring that all students are learning and help teachers prioritize student learning as their primary focus. From true-to-life challenges that future teachers will face, such as high-stakes testing, reduced funding, low retention, and Common Core State Standards, to the inspiration and joy they will experience throughout their teaching careers, the Third Edition paints an importantly authentic picture of the real life of a teacher.

The Disorder of Mathematics Education Hauke Straehler-Pohl, Nina Bohlmann, Alexandre Pais, 2016-08-23 Research within a socio-political paradigm or turn has been gradually recognized and institutionalized as an important part of mathematics education. This book focuses on the neglected problems, tensions, and contradictions evoked by this process. The authors do this by challenging current regimes of truth about mathematics education by identifying how recent technological developments challenge or suspend contemporary conceptions of mathematics education by critiquing the ideological entanglement of mathematics, its education, and schooling with capitalism, by self-reflective analyses of researchers' impacts on shaping what is and can be perceived as the practice of mathematics education research, and by confronting mainstream mathematics education with socio-political contexts that are usually neglected. In this way, mathematical rationality becomes contextualized within contemporary society where it reproduces itself through technologies, social practices, media, and other spheres of social life.

ECGBL2015-9th European Conference on Games Based Learning Robin Munkvold and Line Kolås, 2015-09-18 These proceedings represent the work of researchers participating in the 9th European Conference on Games Based Learning, which is being hosted this year by Nord-Trøndelag University College Steinkjer, Norway, on the 8-9 October 2015. The Conference has become a key platform for individuals to present their research findings, display their work in progress, and discuss conceptual advances in many different areas and specialties within Games Based Learning. It also offers the opportunity for like-minded individuals to meet, discuss, and share knowledge. ECGBL continues to evolve and develop, and the wide range of papers and topics will ensure an interesting two-day conference. In addition to the main streams of the conference, there are mini-tracks focusing on the areas of the design of multiplayer collaborative serious games, applied Games and gamification, the teacher's role in game-based learning, games for STEM (Science, Technology, Engineering, Mathematics), learning assessment of digital game-based learning, and pervasive and ubiquitous gaming for learning. In addition to the presentations of research, we are delighted to host the third year of the Serious Game competition, which provides an opportunity for educational game designers and creators to participate in the conference and demonstrate their game design and development skills in an international competition. This

competition is again sponsored by SEGAN Serious Games Network With an initial submission of more than 60 games 28 finalists will present their games at the conference Prizes will be awarded to the games judged to demonstrate the best quality and originality of game play itself and the positioning and articulation of the game s contribution to the educational domain With an initial submission of 190 abstracts after the double blind peer review process there are 75 research papers 15 PhD research papers 4 Non Academic papers and 8 work in progress papers published in these Conference Proceedings These papers represent research from more than 40 countries including Australia Austria Belgium Brazil Bulgaria Canada Czech Republic Denmark Finland France Germany Greece Hungary Ireland Israel Italy Japan Malaysia Norway Portugal Russia Saudi Arabia Slovakia Slovenia South Africa Spain Sweden Switzerland Taiwan ROC The Netherlands The Netherlands United Arab Emirates UK and USA

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

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

Psychosocial Skills and School Systems in the 21st Century Anastasiya A Lipnevich, Franzis Preckel, Richard D. Roberts, 2016-04-02 This book provides a comprehensive overview and in depth analysis of research on psychosocial skills examining both theory and areas of application It discusses students psychosocial skills both as components of academic success and desired educational outcomes in grades K through 12 The book describes an organizing framework for psychosocial skills and examines a range of specific constructs that includes achievement motivation self efficacy creativity emotional intelligence resilience and the need for cognition In addition it reviews specific school based interventions and examines issues that concern the malleability of psychosocial skills It addresses issues relating to the integration of psychosocial skills into school curriculum as well as large scale assessment policies Topics featured in this book include Development of psychosocial skills in grades K 12 Assessment of psychosocial skills Conscientiousness in education and its relation to meaningful educational outcomes Creativity in schools including theory assessment and interventions Academic emotions and their regulation through emotional intelligence Resilience and school based programs aimed at enhancing it Psychosocial Skills and School Systems in the 21st Century is a must have resource for researchers graduate students clinicians mental health professionals and policymakers in child and school psychology educational policy and politics public health social work developmental psychology and educational psychology

The Use of Screencasting in Higher Education Jetmir Abdija, Tunku Badariah Tunku Ahmad, Mohamad Sahari Nordin, 2018-09-15 Screencasting is a powerful instructional tool for learning yet few in higher education take advantage of its utility This book showcases the benefits of screencasting and how it can facilitate students acquisition of complex content like statistics It is a condensed version of a case study that examined the effects of screencasts on postgraduate students learning of advanced statistics Every chapter guides the reader through the intricate process of conducting the research and gives a complete picture of the design materials and instrumentation If you are a novice researcher and are interested in technology this book is for you

Human-Inspired Computing and its Applications Alexander Gelbukh, Félix Castro Espinoza, Sofía N. Galicia-Haro, 2014-11-05 The two volume set LNAI 8856 and LNAI 8857 constitutes the proceedings of the 13th Mexican International Conference on Artificial Intelligence MICA I 2014 held in Tuxtla Mexico in November 2014 The total of 87 papers plus 1 invited talk presented in these proceedings were carefully reviewed and selected from 348 submissions The first volume deals with advances in human inspired computing and its applications It contains 44 papers structured into seven sections natural language processing natural language processing applications opinion mining sentiment analysis and social network applications computer vision image processing logic reasoning and multi agent systems and intelligent tutoring systems The second

volume deals with advances in nature inspired computation and machine learning and contains also 44 papers structured into eight sections genetic and evolutionary algorithms neural networks machine learning machine learning applications to audio and text data mining fuzzy logic robotics planning and scheduling and biomedical applications Drawing for Science Education Phyllis Katz, 2017-03-23 This book argues for the essential use of drawing as a tool for science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of identity development in science teaching and learning Handbook of Research on Driving STEM Learning With Educational Technologies

Ramírez-Montoya, María-Soledad, 2017-02-01 Educational strategies have evolved over the years due to research breakthroughs and the application of technology By using the latest learning innovations curriculum and instructional design can be enhanced and strengthened The Handbook of Research on Driving STEM Learning With Educational Technologies is an authoritative reference source for the latest scholarly research on the implementation and use of different techniques of instruction in modern classroom settings Featuring exhaustive coverage on a variety of topics including data literacy student motivation and computer aided assessment this resource is an essential reference publication ideally designed for academicians researchers and professionals seeking current research on emerging uses of technology for STEM education

22 Topic-wise CTET Paper 1 Previous Year Solved Papers (2024 - 2011) Class 1 - 5 Teachers | Child Development & Pedagogy, English, Hindi, EVS & Mathematics Disha Experts, 2024-10-22 The First edition of the book 22 TOPIC WISE CTET Paper 1 Solved Papers 2024 2011 English Edition contains detailed Solutions to the Past 22 Solved Papers of the CTET exam from 2011 to 2024 The past 22 CTET Solved papers included are June 2011 Jan Section II mathematics has 15 Topics Section III EVS has 13 Topics Section IV English 11 Topics Section V Hindi has 10 Topics The detailed solutions are provided

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Count Girls In Karen Panetta,Katianne Williams,2018-08-01 Maybe you have a daughter who loves cooking soccer and musicals Maybe she s a social butterfly an athlete a fashionista and a humanitarian who wants to change the world Be honest do you think Well she s clearly not a math and science kid Do you assume that certain classes and careers won t appeal to her Count Girls In challenges these assumptions and presents a totally different way of thinking there is a place for all girls and young women not just the science fair winners and robotics club members in science technology engineering and math STEM fields if we can keep their and our minds and options open and meet them where they are To succeed in STEM fields today girls don t have to change who they are A girl who combines her natural talents interests and dreams with STEM skills has a greater shot than ever before at a career she loves and a salary she deserves Count Girls In encourages parents and other adults to raise authentic young women who have the confidence to put STEM to work in a way that best serves them and their passions The authors both STEM professionals present compelling research in a conversational accessible style and provide specific advice and takeaways for each stage of schooling from elementary school through college followed by comprehensive STEM resources This isn t a book about raising competitive test acing girls in lab coats this is about raising happy confident girls who realize the world of opportunities before them *Using Design Research and History to Tackle a Fundamental Problem with School Algebra* Sinan Kanbir,M. A. (Ken) Clements,Nerida F. Ellerton,2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce s triadic signifier interpretant

signified theory which is in the realm of semiotics with Johann Friedrich Herbart's theory of apperception and Ken Clements and Gina Del Campo's theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes. Practicing classroom teachers formed part of the research team. This book appears in Springer's series on the History of Mathematics Education. Not only does it include an important analysis of the history of school algebra but it also adopts a theoretical frame which relies more on theories from the past than on contemporary theories in the field of mathematics education. The results of the well designed classroom intervention are sufficiently impressive that the study might have created and illuminated a pathway for future researchers to take.

Mentalidades Matemáticas Jo Boaler, 2017-09-08 Embora todo ser humano seja capaz de aprender matemática em altos níveis e apaixonar-se pela disciplina ao longo de seus anos na escola e para toda a vida, todos nós temos ou conhecemos algum que tem uma história de fracasso, frustração ou pavor relacionada à matemática. Neste livro, Jo Boaler aponta razões pelas quais a disciplina se tornou a grande vilã das experiências escolares dos estudantes. E com base em sua extensa pesquisa, a autora revela como professores, gestores e pais podem ajudá-los a transformar suas ideias e experiências com a matemática ao desenvolver neles uma mentalidade de crescimento. Com exemplos eficazes, *Mentalidades Matemáticas* é um importante guia de informações técnicas e atividades práticas que podem ser implementadas dentro e fora das salas de aula para tornar a aprendizagem da matemática mais agradável e acessível para todos os alunos.

Child Development From Infancy to Adolescence Laura E. Levine, Joyce Munsch, 2023-05-12 Chronologically organized, *Child Development from Infancy to Adolescence*, Third Edition introduces topics within the field of child development through unique and engaging Active Learning opportunities.

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