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Mathematics/P2 5 DBE/2014 NSC – Grade 12 Exemplar Copyright reserved Please turn over . QUESTION 3 . In the diagram below, M, T(–1 ; 5), N(x; y) and P(7 ; 3) are vertices of trapezium MTNP having TN || MP. Q(1 ; 1) is the midpoint of MP. PK and is a vertical lineSP^K = ?. The equation of NP is y = –2 x + 17. x y P(7 ; 3) K Q(1 ; 1) M S

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a b. equation (4) 1.4 y<sup>2</sup> – 0,07(45) + 17,82 14,67 seconds substitution answer (2) 1.5 r= – 0,74 (–0,740772594...) r. (2) 1.6 There is a moderately strong relationship between the variables. moderately strong (1) [11] Mathematics/P2 3 DBE/2014 NSC – Grade 12 Exemplar – Memorandum. Copyright reserved Please turn over. QUESTION 2. 2.1.

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FIGURE 1. QUESTION 1: MULTIPLE-CHOICE QUESTIONS. The questions below are based on the 1: 50 000 topographical map 3424BB HUMANSDORP as well as the orthophoto map of a part of the mapped area. Various options are provided as possible answers to the following questions.

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In this volume scholars and policymakers examine how large-scale assessments and quantitative data are used to inform policy-making at all levels of education worldwide, and how data can be used to better understand specific national and regional educational challenges.

The second edition of the Handbook of Test Development provides graduate students and professionals with an up-to-date, research-oriented guide to the latest developments in the field. Including thirty-two chapters by well-known scholars and practitioners, it is divided into five sections, covering the foundations of test development, content definition, item development, test design and form assembly, and the processes of test administration, documentation, and evaluation. Keenly aware of developments in the field since the publication of the first edition, including changes in technology, the evolution of psychometric theory, and the increased demands for effective tests via educational policy, the editors of this edition include new chapters on assessing noncognitive skills, measuring growth and learning progressions, automated item generation and test assembly, and computerized scoring of constructed responses. The volume also includes expanded coverage of performance testing, validity, fairness, and numerous other topics. Edited by Suzanne Lane, Mark R. Raymond, and Thomas M. Haladyna, The Handbook of Test Development, 2nd edition, is based on the revised Standards for Educational and Psychological Testing, and is appropriate for graduate courses and seminars that deal with test development and usage, professional testing services and credentialing agencies, state and local boards of education, and academic libraries serving these groups.

Over the past ten to fifteen years there has emerged an increasing concern with mobility in the social sciences and humanities. In *Mobility, Space and Culture*, Peter Merriman provides an important and timely contribution to the mobilities turn in the social sciences, encouraging academics to rethink the relationship between movement, embodied practices, space and place. The book takes an interdisciplinary approach, drawing upon theoretical and empirical work from across the social sciences and humanities to provide a critical evaluation of the relationship between 'mobility' and 'place/site', reformulating places as in process, open, and dynamic spatial formations. Merriman draws upon post-structuralist writings on space, practice and society to demonstrate how movement is not simply practised or experienced in relation to space and time, but gives rise to rhythms, forces, atmospheres, affects and materialities which are often more crucial to embodied apprehensions of events than sensibilities of spatiality and temporality. He draws upon detailed empirical research on experiences of, and social reactions to, driving in late Victorian and Edwardian Britain to trace how the motor-car became associated with sensations of movement-space and enmeshed with debates about embodiment, health, visibility, gender and politics. The book will be essential reading for undergraduates and postgraduates studying mobility in sociology, geography, cultural studies, politics, transport studies, and history.

"Stephen Kumalo, a church minister, receives a letter that changes his life. He must leave his village and travel to the city of Johannesburg, where his sister is ill and his son is lost. He has never been so far from home, and he is worried about what he will find there - but the situation is much worse than the could have imagined." - back cover.

This volume examines the assessment of higher order thinking skills from the perspectives of applied cognitive psychology and measurement theory. The volume considers a variety of higher order thinking skills, including problem solving, critical thinking, argumentation, decision making, creativity, metacognition, and self-regulation. Fourteen chapters by experts in learning and measurement comprise four sections which address conceptual approaches to understanding higher order thinking skills, cognitively oriented assessment models, thinking in the content domains, and practical assessment issues. The volume discusses models of thinking skills, as well as applied issues related to the construction, validation, administration and scoring of performancebased, selected-response, and constructed-response assessments. The goal of the volume is to promote a better theoretical understanding of higher order thinking in order to facilitate instruction and assessment of those skills among students in all K-12 content domains, as well as professional licensure and certification settings.

A medical examiner writes about the problems in forensic medicine.

Exam Board: AQALevel: GCSE 9-1Subject: BiologyFirst Teaching: September 2016, First Exams: June 2018 This Collins AQA Biology GCSE 9-1 Workbook contains topic-based questions as well as a full practice paper and answers. With lots of realistic practice opportunities for a variety of different exam-style questions. With a workbook and practice exam paper in one book, it contains plenty of practice opportunities to ensure the best results. Includes:" selection of questions covering each topic" topic-by-topic practice" complete exam-style paper

The search for a means to an end to apartheid erupts into conflict between a black township youth and his "old-fashioned" black teacher.

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs€"who account for more than 9 percent of enrollment in grades K-12 in U.S. schools€"are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

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