

NOTE:

- If a candidate answers a question **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** op **ALLE** aspekte van die memorandum van toepassing.

QUESTION/VRAAG 1

1.1.1	$(x - 2)(4 + x) = 0$ $x = 2$ or $x = -4$	$\checkmark x = 2$ $\checkmark x = -4$ (2)
1.1.2	$3x^2 - 2x - 14 = 0$ $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ $x = \frac{2 \pm \sqrt{(-2)^2 - 4(3)(-14)}}{2(3)}$ $= \frac{2 \pm \sqrt{172}}{6}$ $x = 2,52$ or/of $x = -1,85$ OR/OF $x^2 - \frac{2}{3}x + \frac{1}{9} = \frac{14}{3} + \frac{1}{9}$ $\left(x - \frac{1}{3}\right)^2 = \frac{43}{9}$ $x - \frac{1}{3} = \pm \frac{\sqrt{43}}{3}$ $\therefore x = \frac{1 \pm \sqrt{43}}{3}$ $x = 2,52$ or/of $x = -1,85$	\checkmark standard form/standaardvorm \checkmark substitution into correct formula/ substitusie in korrekte formule $\checkmark\checkmark$ answers/ antwoorde (4) \checkmark for adding $\frac{1}{9}$ on both sides/ref $\frac{1}{9}$ by aan beide kante $\checkmark x = \frac{1 \pm \sqrt{43}}{3}$ $\checkmark\checkmark$ answers (4)

Memorandum Maths Grade 2014 September

Nurcan Kaya



Memorandum Maths Grade 2014 September:

Discrimination based on Colour, Ethnic Origin, Language, Religion and Belief in Turkey's Education System

Nurcan Kaya, 2015-10-27 The Turkish government is urged to make a fundamental shift in its approach to education by Minority Rights Group International MRG in a new report A long standing focus on state building has been supplemented by increasing emphasis on religious teaching Both feature strongly in the education system in Turkey making schools a focus of discrimination The report Discrimination based on Colour Ethnic Origin Language Religion and Belief in Turkey's Education System reveals evidence of discrimination of minority groups and suggests comprehensive reforms to effectively ensure equality The national education system which for decades aimed to create young Turkish nationalists has in recent years become a vehicle for raising young religious Turkish nationalists says Nurcan Kaya Turkey Coordinator of Minority Rights Group International Religious education is compulsory from grade four in primary schools While some information on world religions has been introduced the emphasis remains on teaching Sunni Muslim religious practices Children of Jewish and Christian families may apply to opt out but the process can be cumbersome and in many schools alternatives are not provided for them Non Muslim students who have opted out can still find themselves having to remain in the religious instruction class or alternatively having to wander in the school corridor making them vulnerable to taunts from pupils and even teachers The opt out possibility is still not available to children of other minorities Another issue is mother tongue education In 2012 a new elective on the living languages and dialects in Turkey was introduced but due to various limitations minorities remain marginalised others in the education system Subsequent to the 2012 reform the report monitors discrimination in the formal education system in the period of the academic year of 2014 2015 The findings are based on the field work of the Monitoring Discrimination in Education Network an alliance of 16 organizations working in Turkey The report compiles numerous cases of discrimination based on language religion ethnicity skin colour and the level of income In order to bring about a fundamental solution to these problems in the education system the government must prioritise developing an approach that sees all groups as equal and that responds to demands for rights based on such an understanding of equality says Kaya The report highlights that Turkey has no anti discrimination law or an equality commission to which victims of discrimination can apply The existing legislation contains no effective and accessible means of judicial remedies or compensation Therefore many discriminatory practices are not reported to school administrations The entire education system is based on Turkishness Non Turkish groups are either not referred to or referred in a negative way says Kaya Education system has played a significant role in deepening conflict in society The positive representation of other groups in the education system would contribute to social peace and harmony In order to resolve the many problems in the education system that the current approach causes the overall aim of government education policy should be cleared of ideological references and the protection of children's best interests and the right to education in line with international standards should be considered its

fundamental goal says the report *After the Education Wars* Andrea Gabor,2018-06-12 The education wars have been demoralizing for teachers After the Education Wars helps us to see a better way forward Cathy N Davidson The New York Times Book Review After the Education Wars is an important book that points the way to genuine reform Diane Ravitch author of *Reign of Error* and *The Death and Life of the Great American School System* A bestselling business journalist critiques the top down approach of popular education reforms and profiles the unexpected success of schools embracing a nimbler more democratic entrepreneurialism In an entirely fresh take on school reform business journalist and bestselling author Andrea Gabor argues that Bill Gates Eli Broad and other leaders of the prevailing education reform movement have borrowed all the wrong lessons from the business world After the Education Wars explains how the market based measures and carrot and stick incentives informing today s reforms are out of sync with the nurturing culture that good schools foster and contrary to popular belief at odds with the best practices of thriving twenty first century companies as well These rich detailed stories of real reform in action illustrate how enduring change must be deeply collaborative and relentlessly focused on improvement from the grass roots up lessons also learned from both the open source software and quality movements The good news is that solutions born of this philosophy are all around us from Brockton Massachusetts where the state s once failing largest high school now sends most graduates to college to Leander Texas a large district where school improvement spurred by the ideas of quality guru W Edwards Deming has become a way of life A welcome exception to the doom and gloom canon of education reform After the Education Wars makes clear that what s needed is not more grand ideas but practical and informed ways to grow the best ones that are already transforming schools [Kids Count New Jersey ...](#) ,2016

The State of the System Paul W. Bennett,2020-09-23 Over the last fifty years Canada s public schools have been absorbed into a modern education system that functions much like Max Weber s infamous iron cage Crying out for democratic school level reform the system is now a centralized bureaucratic fortress that every year becomes softer on standards for students less accessible to parents further out of touch with communities and surprisingly unresponsive to classroom teachers Exploring the nature of the Canadian education order in all its dimensions *The State of the System* explains how public schools came to be so bureaucratic confronts the critical issues facing kindergarten to grade 12 public schools in all ten provinces and addresses the need for systemic reform Going beyond a diagnosis of the stresses strains and ills present in the system Paul Bennett proposes a bold plan to re engineer schools on a more human scale as the first step in truly reforming public education In place of school consolidation and managerialism one size fits all uniformity limited school choice and the success for all curriculum Bennett advocates for a new set of priorities decentralize school governance deprogram education ministries and school districts listen to parents and teachers and revitalize local education democracy Tackling the thorny issues besetting contemporary school systems in Canada *The State of the System* issues a clarion call for more responsive engaged and accountable public schools [How We Teach Science](#) John L. Rudolph,2019-06-01 Despite an

enduring belief that science should be taught there has been no enduring consensus about how or why This is especially true when it comes to teaching scientific process John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and determine how science is perceived by the public The Budget of the United States Government United States. Office of Management and Budget,2015 **Small Groups for Big Readers** Taylor B. Wenzel,Analexis Kennedy,Dena D. Slanda,Melissa R. Carli,2025-03-11 In Small Groups for Big Readers the authors advocate for small group reading instruction as an effective way for teachers to help all students grow as skilled developing readers Through small group instruction K 5 teachers can differentiate instruction by using evidence based routines adopting an asset based lens and selecting texts tailored to students unique interests needs and goals creating deeper engagement in reading K 5 teachers can use this book to Understand and apply evidence based routines that promote equitable accessible literacy instruction Enhance students reading and knowledge building through carefully planned interactions and opportunities with text Empower students by establishing clear goals and guidelines for small group lessons Plan for extended learning opportunities that provide sufficient deliberate practice for literacy development Extend professional expertise by selecting and adapting strategies to differentiate literacy instruction using a flexible choose your own adventure format to customize learning based on individual goals and needs Contents Introduction Chapter 1 What Do I Know About My Students as Readers Chapter 2 How Does Differentiating Small Group Instruction Promote Access and Equity Chapter 3 How Do I Connect to Whole Group Instruction Chapter 4 How Do I Plan for Small Group Instruction Chapter 5 How Do I Select and Evaluate Text Chapter 6 How Do I Engage My Readers During Small Group Instruction Chapter 7 How Do I Monitor and Respond to My Students as Readers Chapter 8 How Does Writing Connect to My Small Group Instruction Chapter 9 How Do I Build My Students Disciplinary Knowledge Chapter 10 What Are the Rest of the Students Doing While I m Teaching a Small Group Epilogue Appendix Leading the Learning Action Guide References Index **Resources in Education** ,1988 **National Journal** ,2007 **Metals Abstracts** ,1969-07 **Forthcoming Books** Rose Arny,1997

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