

Grade 12 tasks:

Grade 12 learners must complete 7 formal assessment tasks.

Term 1: an assignment, a project or investigation and a test = **3 SBA tasks**

Term 2: a test and the mid-year examination = **2 SBA tasks**

Term 3: a test and a mid-year examination = **2 SBA tasks**

These exemplars will not deal with the two examinations as we are still waiting for the national examination guidelines. The test for each term may be compiled from the topical assignments.

Term 1

Topical Assignments

Topic 1: Sequences and series

Question 1

- 1.1 Consider the sequence: $6; 10; 16; 24; 34; \dots$
- 1.1.1 If the sequence behaves consistently, determine the next two terms of the sequence. (2)
- 1.1.2 Calculate a formula for the n^{th} term of the sequence. (5)
- 1.1.3 Use your formula to calculate n if the n^{th} term in the sequence is 1264. (3)
- 1.2 Consider the following sequence: $6; 18; 54; 162; \dots$
- 1.2.1 If the formula for the general term of the sequence is $T_n = ar^{n-1}$, give the value of a and r . (2)
- 1.2.2 Which term of the sequence is equal to 1458? (4)
- Given the geometric series: $5; (3)^{\frac{1}{2}} + 5; (3)^{\frac{1}{2}} + 5; (3)^{\frac{1}{2}} + \dots$
- 1.3.1 Explain why the series converges. (2)
- 1.3.2 Calculate the sum to infinity of the series. (5)
- 1.3.3 Calculate the sum of the first 9 terms of the series, correct to **TWO** decimal places. (4)
- 1.3.4 Use your answers to QUESTION 1.3.2 and QUESTION 1.3.3 to determine $\sum_{n=0}^{\infty} 5.(3)^{\frac{1}{2}n}$ (correct to **TWO** decimal places) (2)

Limpopo Mathematics Mid Year Exam

Judd E. Hollander



Limpopo Mathematics Mid Year Exam:

Improving National Education Systems After COVID-19 Nuno Crato, Harry Anthony Patrinos, 2024-10-14 This open access book compares and analyses the results in twelve countries of the two latest international student assessments Progress in International Reading Literacy Study 2021 PIRLS and the Programme for International Student Assessment 2022 PISA and tries to disentangle the effects of the pandemic from the long term trends in education It is one of the first or maybe the first published volumes to provide a global assessment of the devastating impact of the COVID 19 pandemic on student learning as measured by independent international comparative surveys The 12 countries discussed in this volume represent a wide variety of educational systems including Chile Ecuador England Estonia Italy the Netherlands Poland Portugal South Africa Spain and the United States It compiles diverse scenarios including countries that are high performers countries that perform at the OECD mean and countries that are struggling to attain the OECD average Each country has its history that reflects efforts to cope with pandemic school closures and to improve educational achievement A major topic discussed in this edited volume is related to understanding the diverse circumstances for the variations in results within different countries Why did learning loss in specific locations How much learning was lost Why is a country continuously declining Why is another country constantly improving Why is there higher or less levels of inequality How is a country regularly improving with an outdated curriculum Which policies have worked and which ones have not What can we do now This book is a valuable contribution to answer these concerns based on a diverse sample of countries and research questions

The Report: South Africa 2014 Oxford Business Group, 2014-12-08 Indeed since the end of apartheid in 1994 South Africa has become a major diplomatic player both on the African continent as well as further afield Despite the size of South Africa's economy the country currently faces a number of major economic challenges As of the end of July 2014 the unemployment rate was at 25.5% according to data from Statistics South Africa which was among the highest in the world While the government's long term development plans are generally highly regarded delivery and execution has occasionally been problematic While there are major hurdles that must be cleared given the country's strong institutions and the rapid pace of economic expansion over the past two decades South Africa should be able to look forward to 20 more years of peace and steady sustained economic growth [Africa, 2003](#) Charles H. Cutter, 2003 **The Politics and Governance of Basic Education** Brian Levy, Robert Cameron, Ursula Hoadley, Vinothan Naidoo, 2018-08-24 This is an open access title available under the terms of a CC BY NC ND 4.0 International licence It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations All over the world economic inclusion has risen to the top of the development discourse A well performing education system is central to achieving inclusive development but the challenge of improving educational outcomes has proven to be unexpectedly difficult Access to education has increased but quality remains low with weaknesses in governance comprising an important part of the explanation The Politics and

Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education Using the vivid example of South Africa a country that had ambitious goals at the outset of its transition from apartheid to democracy it explores how the interaction of politics and institutions affects educational outcomes By examining lessons learned from how South Africa failed to achieve many of its goals it constructs an innovative alternative strategy for making process combining practical steps to achieve incremental gains to re orient the system towards learning

XXX International Congress of Psychology: Abstracts Michele Robert,2017-10-03 The abstracts of the XXX International Congress of Psychology July 2012 Cape Town are published as a supplement to Volume 47 of the International Journal of Psychology The published volume includes the abstracts of the invited addresses symposia oral and poster presentations numbering over 5 000 separate contributions and creating an invaluable overview of the discipline of psychological science around the world today

South Africa Survey ,2004 **Science** John Michels (Journalist),2007

Numbers & Needs Allyson Lawless,2005 **The New International Encyclopædia** Daniel Coit Gilman,Harry Thurston Peck, Frank Moore Colby,1907 **The New International Encyclopædia** Daniel Coit Gilman,Harry Thurston Peck, Frank Moore Colby,1906 **Scientific American** ,1896 **Dissertation Abstracts International** ,1982 *Africa Insight* ,2004 **Commonwealth Universities Yearbook** ,2003 *American Book Publishing Record* ,1999 **1992 Fall Meeting** ,1992 Library & Information Science Abstracts ,2004 **Geological Abstracts** ,1987 **The University of Limpopo Mathematics and Science Foundation Year Course in English and Study Skills** Lucia Junior Ngoepe,North-West University (South Africa). Potchefstroom Campus,2007 **Mathematics** ,2001

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