



Basic Education

KwaZulu-Natal Department of Education
REPUBLIC OF SOUTH AFRICA

UMLAZI DISTRICT

MATHEMATICS

**STATISTICS, PROBABILITY &
TRIGONOMETRY**

TERM 3 2023

INFROMAL TASK

GRADE 11

MARKS: 60

TIME: 1 hour

EXAMINER: MR N MBHELE

Controlled Test Maths September 2014 Grade 12

**Mikaela Nyroos, Johan Korhonen, Riikka
Mononen**



Controlled Test Maths September 2014 Grade 12:

Cognitive and Affective Factors in Relation to Learning Mikaela Nyroos,Johan Korhonen,Riikka

Mononen,2022-11-10 Both domain general e.g working memory executive functions and domain specific e.g number processing phonological processing cognitive factors have been found to predict learning in different age groups Likewise research has shown that various affective factors such as different emotions e.g anxiety self concept and interest need to be considered when investigating individual differences in learning However few studies have investigated both cognitive and affective factors simultaneously in relation to learning In particular there is a lack of studies investigating the interplay i.e moderation and mediation between cognitive and affective factors on learning The goal of this Research Topic is to deepen our knowledge on the relations between learning and both cognitive and affective factors in different age groups We aim to provide a broad scope of emerging areas in research on cognitive and affective factors especially related to academic learning e.g mathematics reading and other school subjects Studies focusing simultaneously looking at the interplay of these constructs as well as longitudinally are of great interest Further we are interested in innovative study designs and recent advances in methodology in this field To promote quality education for all and equity in education cognitive and affective factors related to aspects of learning ranging from pre school to tertiary provision and inclusion of individuals with special educational needs are of interest *New Challenges in the Research of Academic Achievement: Measures, Methods, and Results* Juan Luis Castejon,José Carlos Núñez,Raquel Gilar-Corbi,Iván Manuel Jorrín Abellán,2021-02-24 Mathematical and Statistics Anxiety: Educational, Social, Developmental and Cognitive Perspectives Kinga Morsanyi,Irene Cristina

Mammarella,Denes Szűcs,Carlo Tomasetto,Caterina Primi,Erin Anne Maloney,2017-01-19 Mathematical anxiety is a feeling of tension apprehension or fear which arises when a person is faced with mathematical content The negative consequences of mathematical anxiety are well documented Students with high levels of mathematical anxiety might underperform in important test situations they tend to hold negative attitudes towards mathematics and they are likely to opt out of elective mathematics courses which also affects their career opportunities Although at the university level many students do not continue to study mathematics social science students are confronted with the fact that their disciplines involve learning about statistics another potential source of anxiety for students who are uncomfortable with dealing with numerical content Research on mathematical anxiety is a truly interdisciplinary field with contributions from educational developmental cognitive social and neuroscience researchers The current collection of papers demonstrates the diversity of the field offering both new empirical contributions and reviews of existing studies The contributors also outline future directions for this line of research **Resources in Education** ,1989 **Towards a Psychophysiological Approach in Physical**

Activity, Exercise, and Sports Pedro Forte,Daniel Leite Portella,Diogo Monteiro,José Eduardo Teixeira,2023-10-30 In recent years there has been an increase in interest in mental health disorders as a result of mediatic coverage of Olympic

athletes mental health struggles and also due to the COVID 19 pandemic lockdowns These phenomena helped to further exacerbate a problem already extensively present in sport and society Therefore applying a psychophysiological approach to physical activity exercise and sports research has become very popular Indeed mental fatigue and mental disorders are not only psychological in origin but also require an explanation from a psychophysiological perspective due to the effective interconnection between the psychological and physiological dimensions Psychological variables can also influence performance and the psychophysiological system has a strong effect on the control of physical capacities Moreover pacing behaviour decision making self regulation and effort perception can also explain the role of the brain in physical activity and exercise management Thus the aim of this Research Topic is to share the impact of a psychophysiological approach in physical activity exercise and sports

Best Practice Approaches to the Study of Cognitive Functioning and Physical Activity/Sports Antonio Hernández-Mendo,Sidonio Serpa,Jeanette M. López-Walle,Rafael E. Reigal,Oddrun Samdal,2020-07-29 Electronic Engineering ,1954

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