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(1 x 2) (2) 3.5 Find residential area 12 on the orthophoto map. Also refer to the topographical map. Is residential area a high 12 - or low-income residential area? Give a reason for your answer. Income area: Reason: (1 + 2) (3) 3.6 State whether zone 10 on the orthophoto map is a light or heavy industrial area. Give a reason for your answer.

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2.1 Refer to FIGURE 2.1 showing two pressure cells in the Southern Hemisphere. Indicate whether the descriptions below refer to pressure cell A or B. Write only the answer next to the question number (2.1.12.1.8) in the ANSWER – BOOK. You may use the same answer more than once.

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Refer to FIGURE 1A. 1.3.1 Identify the high-pressure cells labelled P and Q. (2 x 2) (4) 1.3.2 Use evidence from the map to explain whether wind speed will be greater in area P or area Q. (3 x 2) (6)

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[Any ONE. Accept other suitable reasons] (1 + 2) (3) 3.7

Jeffreys Bay has a roughly linear shape. Explain why this is the case. Follows the shape of the coastline Suburbs develop as close as possible to the coastline Residents prefer a sea view Settlement wants to take advantage of the cooling effect of the sea breeze [Any TWO] (2 x 2) (4)

NATIONAL SENIOR CERTIFICATE GRADE 12

1.6.3 Dip slope is gentle (2) Scarp slope is steep (2) 2x2 (4)

1.6.4 Farming takes place in the cuesta valleys situated between the ridges, as the flat surface is covered in fertile soil (2) Where cuesta basins form, artesian wells, which are sources of groundwater, are found (2) These basins can also form oil traps (2)

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First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of

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compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. *How People Learn* examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

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