



# basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

## NATIONAL SENIOR CERTIFICATE

GRADE 12

MATHEMATICS P2

EXEMPLAR 2014

MEMORANDUM

MARKS: 150

This memorandum consists of 13 pages.

# Mathematics Exemplar 2014 June Exam

**SA Adler**



## **Mathematics Exemplar 2014 June Exam:**

*High-Level Adaptation and Aftereffects* Rocco Palumbo, Stefania D'Ascenzo, Luca Tommasi, 2017-04-28 Aftereffects generally occur after a prolonged exposure adaptation to a first stimulus possessing one given property followed by presentation of a stimulus bearing a neutral value of that property The aftereffect consists in a change in appearance of the neutral stimulus following the adapter compared to the appearance of the neutral stimulus when it is perceived without any previous exposure to the adapter The transient phenomena of perceptual aftereffects are believed to depend on the activation of neuron populations that respond selectively to a given property of the stimuli Studying how adaptation occurs which stimulus properties are sensitive to it which timings are necessary whether individual differences modulate its occurrence has thus become an indirect way to probe the plasticity of sensory functions in the nervous system recently extending to more cognitive and representational aspects of neural coding In the last two decades indeed it has been demonstrated that aftereffects occur not only for low level properties of stimuli such as motion color or orientation but also for high level properties Many studies have proven that high level properties of the stimuli e g gender identity ethnicity or age of a face or a voice are sensitive to this phenomenon It has been shown for example that the prolonged exposure to a female or male face produces a gender misperception in the opposite direction when an androgynous face is shown after the adapter Furthermore recent studies have also shown that aftereffects are not strictly contingent upon the physical features that make up stimuli but they seem to run across the high level properties subjects are adapted to These evidences are supported by cross category adaptation studies which underlie how aftereffects occur even across stimuli that do not share physical features e g bodies and faces but that instead share common higher level properties such as gender Given the growing body of research focused on adaptation and aftereffects in high level perception at the boundaries with perceptual learning attention and cognition the purpose of this topic is to provide a picture of the state of the art relative to the specific phenomena of adaptation in high level perceptual processing

*Thinking with Feeling* Douglas P. Newton, 2014-03-05 Are emotions good or bad for thinking and learning Have you ever wondered why a good lesson of one year falls flat in another Why do students behave the way they do Teachers are expected to foster productive thought yet the neglect of emotion in the classroom in favour of intellect means teaching and learning is often not as effective as it might be Thinking with Feeling explores what we mean by productive thought its interrelationship with mood and emotions how teachers can manage that interaction to improve teaching and learning and what teacher trainers could do about it Synthesising the most important international research in the field it offers a framework for productive purposeful thought deduction understanding creative thinking wise thinking and critical thinking and explains how mood and emotion can support and also impede learning It considers the effect of the interplay of emotion and intellect on classroom behaviour on students public performance and performance in tests and how emotional labour can affect the teacher Illustrated with examples from practice this

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