

CAPS  
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X-kit

# Achieve!

STUDY RESOURCES



Pearson



**X-kit Achieve supports high school learners to reach their goals and achieve the best results they possibly can.**

Written by expert teachers, **X-kit Achieve** offers a wide range of study resources to make learning, understanding, revising and practising for tests and exams easy.

Our quality content helps learners understand concepts step by step. Structured questions and exercises with answers enable learners to practise, assess and improve their skills.

Help learners approach their tests and exams with confidence!

## **Find us online**

**X-kit Achieve** provides learners with additional support via our website and Facebook page. Learners can search subject glossaries for definitions of key terms, get study advice and tips, access quick revision cards and find the study resources they need to help them be exam-ready.

[www.x-kit.co.za](http://www.x-kit.co.za)

 Xkit Achieve

# Explore our X-kit Achieve range

## STUDY GUIDES

GRADE 8–12

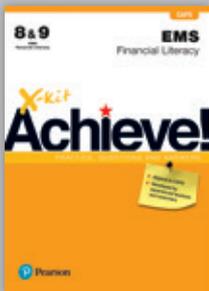


- ★ Step-by-step explanations and worked examples.
- ★ Annotated diagrams and illustrated concepts.
- ★ Graded activities and answers.

See page 2–3

## WORKBOOKS

GRADE 8–9



**NEW**

- ★ Activities and answers.
- ★ Worked examples.
- ★ Practice exam questions and memos.

See page 5

## EXAM PRACTICE BOOKS

GRADE 10–12



- ★ Follows National Examination Guidelines.
- ★ CAPS-compliant exam papers.
- ★ Complete memos with mark allocations.

See page 4

## LITERATURE STUDY GUIDES

GRADE 10–12

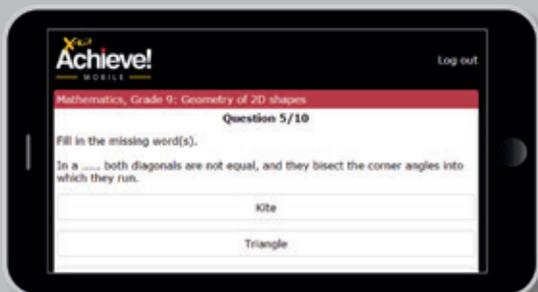


- ★ Themes, plots and characters thoroughly explained.
- ★ Diagrams summarise important content.
- ★ Thought-provoking exercises and answers.

See page 6–7

## X-KIT ACHIEVE MOBILE

GRADE 8–12



- ★ Digital learning, revision and practice tool.
- ★ Levelled quizzes with helpful hints and worked solutions.
- ★ Theory for every topic.

See page 8–9

Selected subjects available in Afrikaans as **X-kit Presteer!**

# X-kit Achieve Study Guides

## Grade 8–12

Written by expert teachers, **X-kit Achieve Study Guides** are a reliable resource for learning and revising, and preparing learners for tests and exams.

The content is organised into units according to CAPS and clear, step-by-step explanations help learners understand concepts. Worked examples, summary tables, highlighted keywords and definitions, and annotated diagrams enhance learners' understanding. Learners can practise, assess and improve their skills with graded exercises and answers.

Explore the Study Guide features:

**Clear, step-by-step explanations**

**Worked examples and solutions**

**Answers included**

**Plenty of exercises**

**Graded exercises ideal for homework**

**Linear equations**

**Linear equations** are equations in which the highest power of any variable is 1. To solve linear equations:

- get rid of any brackets or fractions
- perform inverse operations to collect the variable terms (for example, those with  $x$ ) on the same side of the equation. Remember to do the same thing to both sides of the equation to keep it balanced.
- add or subtract like terms to solve for  $x$ .

**Worked example**

$$4(x + 2) = x + 14$$

$$\therefore 4x + 8 = x + 14$$

Remove the brackets.

$$\therefore 4x - x = 14 - 8$$

Collect like terms on the same side by subtracting  $x$  and 8 from both sides.

$$\therefore 3x = 6$$

Add the like terms.

$$\therefore x = 2$$

Divide both sides by 3 to find  $x$ .

**Exercise A Practise the basics**

- Solve for  $x$ .
  - $6(x - 1) = x + 4$
  - $4(x + 2) = 3(x + 1)$
  - $7(2x - 3) = 3(4x + 5)$
  - $2(3x - 3) = 4(3x - 5) = 19$
  - $\frac{2x}{5} = 4$
  - $4 = \frac{1}{3x}$
- Solve for  $x$ .
  - $x - 10,5 = 10,5 - 0,4x$
  - $2(x - 4) = 3(x - 2)$
  - $-3(2x - 3) = 4x + 3$
  - $2(x - 3) = 5x - 1,5$
  - $3x + 4 = 3 - 5(1 + x)$
  - $2(5x + 7) - 3(3x + 2) = 4x$
  - $4(5x + 2) - 5(3x + 1) = 2(x - 1)$
  - $2(2x + 1) = 3(3x - 1)$
  - $3 - 2(x - 3) = 4(x + 1) - 7$
  - $2(x + 2) = 2(1 - x)$

**Exercise B Apply your skills**

Solve each of these equations.

- $3(2 + x) = 5(2 - x) + 6x$
- $5(x - 1) + 2x = -2$
- $2(x - 3) + 3(x + 2) = 10$
- $(x + 5) + 4(x - 2) = 14$
- $11 + 3(x - 5) = 5$
- $(x + 2) = 40$
- $6(x + 3) = 5(2 - x) + 7x - 12$
- $5(x + 30) - 4(x + 2) = 10$
- $6(x + 2) - 4(x - 1) = 10$
- $4(x + 5) - (x - 3) = 5$
- $6(2x + 5) - 3(3x + 2) = 30$
- $5(2x + 1) - 2(x - 4) = -3$

**Exercise C Problem solving**

- At present, a man is 5 times older than his daughter. In 7 years time, he will be 3 times as old as his daughter. What are their present ages?
- A woman buys 30 boxes of sweets for  $x$  rands per box. If the price rises by R40 per box, she will be able to buy 3 fewer boxes for the same amount of money. What is the current price ( $x$ )?
- Write an equation that satisfies each of these problems and then solve it.
  - Jan's mother is 40 years older than he is now and also 3 times his age. How old is Jan?
  - If you pay R14,50 for a mango and an apple and the apple cost R1,26 less than the mango, how much did the mango cost?

**Linear equations with fractions**

To solve linear equations with fractions in them, it makes sense to get rid of the fractions first. You do this by multiplying every term in the equation by the lowest common denominator.

You can then solve the equation as before.

**Worked examples**

$$\frac{x+2}{4} = 3$$

$$\therefore \frac{x+2}{4} \times 4 = 3 \times 4$$

$$\therefore x + 2 = 12$$

$$\therefore x = 12 - 2$$

$$\therefore x = 10$$

$\frac{3x}{5} - \frac{2}{3} = 1$

$$\therefore 10\left(\frac{3x}{5} - \frac{2}{3}\right) = 1 \times 10$$

The LCD is 15, so multiply both sides by 15.

$$\therefore 6x - \frac{20}{3} = 10$$

$$\therefore 6x - 5x = 10 + \frac{20}{3}$$

$$\therefore x = 10$$

**Exercise A Practise the basics**

- Solve the following equations.
 

a. $\frac{x}{2} = 8$	b. $\frac{x}{5} = 4$	c. $\frac{2x}{3} = 6$	d. $\frac{3x}{6} = 1$
e. $\frac{x}{x+2} = 4$	f. $\frac{x}{x+3} = 8$	g. $\frac{x}{2} - 8 = 5$	h. $\frac{x}{6} - 2 = 4$
i. $\frac{2x}{3} = 9$	j. $\frac{2x}{3} = -2$	k. $\frac{4}{x+2} = -8$	l. $6 = \frac{3x}{2}$
- Solve for  $x$ .
 

a. $\frac{x+2}{4} = 12$	b. $\frac{3x+2}{4} = 1$	c. $\frac{x}{6} - 1 = 4$
d. $\frac{3x-x}{4} = -1$	e. $\frac{6+3x}{4} = 9$	f. $\frac{12x-3}{5} = 12$
g. $\frac{7-3x}{6} = 1$	h. $\frac{9-5x}{3} = 8$	i. $\frac{10+3x}{6} = 5$

**Exercise B Apply your skills**

- Solve for  $x$ .
 

a. $\frac{3x}{4} = x$	b. $\frac{x}{8} = 3 - x$	c. $x - 3 = \frac{x}{4}$
d. $2x - 8 = \frac{3x}{4}$	e. $\frac{x}{x+3} = 2x$	f. $\frac{3x}{2} = 2x - 9$
g. $\frac{2x+3}{3} = 4x$	h. $\frac{4-x}{3} = 2x + 3$	i. $\frac{1-x}{6} = -4x$

**Unit 5: Equations 25**

**26 Module 2: Patterns, functions and algebra**

“ These books really help a lot. I always have them every year and they changed my exam results. ”

– Learner

AVAILABLE FOR
Mathematics
Mathematical Literacy
Economics
Accounting
Geography
Life Sciences
Information Technology
English FAL
English HL
Physics
Chemistry
Afrikaans EAT
Afrikaans HT
Business Studies



Annotated diagrams

Key terms highlighted and explained in context

Exam hints and tips

**Characteristics**

- They are microscopic.
- They are not cells. They do not have a cell membrane or other components of living cells.
- They contain a nucleic acid - either DNA or RNA, but not both - surrounded by a protein coat.
- They use the DNA and ribosomes of a living host cell for reproduction.
- They cannot survive on their own, outside of a living cell.
- They replicate inside living cells.
- Most viruses are pathogens and cause diseases.

**Bacteria**

- Bacteria, assigned to the kingdom Monera, are the most common organisms on Earth. They live in almost any ecosystem and therefore have serious ecological and economic effects on the Earth.
- Some examples of bacteria are the bacteria that cause tuberculosis, anthrax and cholera.

**Figure 1.3** The structure of a generalised bacterium

**Characteristics**

- Bacteria have these characteristics:
  - They are microscopic.
  - They are unicellular.
  - They are **prokaryotes**, and therefore have no organelles, no true both plant and animal features.
  - They are capable of the life functions: nutrition, death, growth, excretion, respiration and movement.
- When conditions are favourable, bacteria can reproduce asexually. Each bacterium duplicates its genetic material (DNA) and divides to form two new bacterium receiving one copy of the DNA.
- When conditions are unfavourable, bacteria can become dormant as **endospores**, which remain dormant for many years until conditions are favourable.

**Exam hints and tips:** Prokaryotes are a group of single-celled organisms (bacteria and archaea) that have no organelles, no nucleus and that have both plant and animal cell features. Binary fission means 'to divide into two halves'.

**Role in maintaining balance in environment**

- Some bacteria are **autotrophic**, which means that they can make their own food by photosynthesis and chemosynthesis (making food using chemicals as a source of energy instead of the sun).
- Other bacteria are **heterotrophic**, which means that they cannot make their own food and need to take food in from the environment.
- Some bacteria are **decomposers** and break down complex organic matter, such as living cells, dead cells, excreta and faeces, during the decay process. In this way, bacteria keep the soil healthy by rotting and decaying humus, breaking down sewage and, therefore, aiding in water purification.

**Symbiotic relationships**

- Some bacteria have symbiotic relationships where they live in close association with another organism of a different species.
- Examples of **mutualistic** symbiotic relationships are:
  - E. coli*, which live in the large intestine of mammals and feed on the undigested residues of food. They in turn manufacture Vitamin K, which is used by the mammal for development.
  - Rhizobium*, which live in association with the roots of legumes in their root nodules, where they convert nitrogen gas to ammonia. The bacteria use some of this ammonia, while the legume uses the rest to make proteins. The bacteria also get food, shelter and vitamins from the legume.

**Protists**

- This collection of **eukaryotic** organisms is not considered to be a 'real group' as it contains a diverse selection of mostly single-celled, but also some multicellular, organisms, that cannot be classified as fungi, plants or animals. It is therefore difficult to describe characteristics that are common to all protists.
- Protists are classified into three main groups: animal-like protists (protozoans), plant-like protists (algae) and fungus-like protists (slime moulds). They are eukaryotic cells due to their true nucleus and complex cell organisation.
- Examples of unicellular, microscopic protists are *Trypanosoma* which causes African sleeping sickness, *Plasmodium* which is responsible for malaria and *Amoeba*.

**Figure 1.4** An Amoeba

**Exam hints and tips:** Metabolic means that both species benefit from the association. Fast forward: You will learn more about metabolic symbiotic relationships in Strand 1 topic 13/14.1. Eukaryotes are organisms made up of cells with membrane-bound organelles and a nucleus.

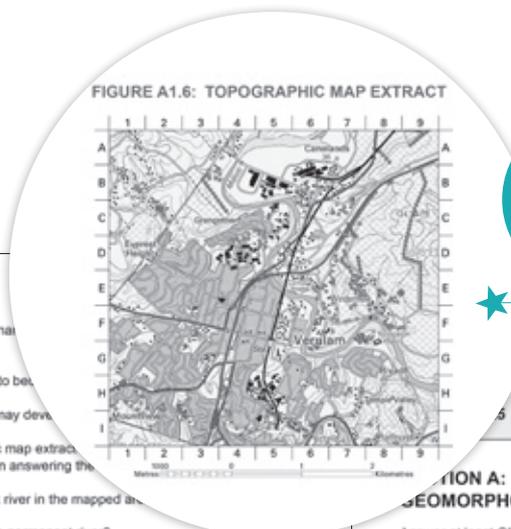
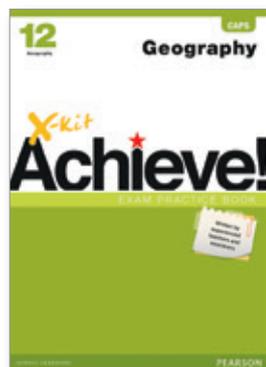
Glossary of key terms

# X-kit Achieve Exam Practice Books Grade 10–12

X-kit Achieve Exam Practice Books focus on preparing learners to write exams. They include CAPS-compliant exam papers with appropriate cognitive levels and content weighting. Written by expert teachers and examiners, they follow the National Examination Guidelines structure.

Explore the Exam Practice Book features:

AVAILABLE FOR
Mathematics
Mathematical Literacy
Economics
Accounting
Geography
Life Sciences
Information Technology
English FAL
English HL
Physics
Chemistry
Afrikaans EAT
Afrikaans HT
Business Studies



Visuals and source material as in the exams

capture feature ma

1.5.4 Is River 1 or River 2 more likely to be ...

1.5.5 List TWO fluvial landforms that may deve

1.6 FIGURE A1.6 (page 52) is a topographic map extra

KwaZulu-Natal. Refer to the extract when answering the

1.6.1 The Mdloti River is the dominant river in the mapped area.

(a) How do you know that it is a permanent river? (1 × 1) (1)

(b) Where is the source of this river? (1 × 1) (1)

(c) In which direction does it flow? (1 × 1) (1)

1.6.2 From which side of the river (east or west) will surface runoff reach the Mdloti channel fastest? Give a reason for your answer. (1 + 2) (3)

1.6.3 Which stage of the Mdloti River do we see on the map extract? Use map evidence to support your answer. (1 + 2) (3)

1.6.4 State whether the Grangerstown industrial area (Block C5) is situated on a cut bank or the slip-off slope. (1 × 2) (2)

1.6.5 'The quality and quantity of the water in the Mdloti River will decrease downstream of the mapped area.' Evaluate this statement. (4 × 2) (8)

[75]

**QUESTION 2**

2.1 Choose the correct word from the choices offered in brackets for each of the statements below. You need only write the correct word next to the question number (2.1.1–2.1.7).

2.1.1 A temperature inversion is where temperature (decreases/ increases) with height.

2.1.2 Southern Africa's eastern coastline was affected by (Cyclone Irina/Hurricane Sandy) during 2012.

2.1.3 Coastal low pressure systems migrate along the coastline causing (onshore/offshore) flow ahead of the system.

**GRADE 12**

**TIME: 3 HOURS**

**ANSWERS ON PAGE 88**

**PAPER 1A**

**SECTION A: CLIMATE AND WEATHER AND GEOMORPHOLOGY**

Answer at least ONE question from this section.

**QUESTION 1**

1.1 Determine whether each of the statements below is either TRUE or FALSE. Write only T or F next to the corresponding question number (1.1.1–1.1.7).

1.1.1 Radiation fog forms when dew point temperature is below freezing.

1.1.2 Urban roof gardens help to reduce the heat island effect.

1.1.3 Katabatic winds are upslope winds.

1.1.4 The South Indian high pressure system prevents warm, moist air from reaching the plateau in winter.

1.1.5 Line thunderstorms occur as a result of convection.

1.1.6 The shadow zone is found on the south-facing slope of valleys in the southern hemisphere.

1.1.7 The Cape Doctor (a strong southeasterly wind) is caused by ridging of the South Atlantic high pressure system in summer.

1.6.1 (a) Solid blue line // KZN river // Eastern escarpment river // [Any ONE] (b) Drakensberg/escarpment // (c) E/SE // 1.6.2 West // Built up area on west will ensure rapid run-off // High infiltration on eastern side due to natural vegetation // [Any ONE] 1.6.3 End of middle course/lower course // Extensive meanders // Gentle gradient //

(8 × 1) (8)

(1 + 2) (3)

**MEMORANDUM**

Instruction words as in the National Examination Guidelines

Mark allocations

Full memorandum

# X-kit Achieve Workbooks

## Grade 8–9

AVAILABLE FOR

Mathematics

EMS: Financial Literacy

Natural Sciences

Filled with worked examples, exercises and practice test for each term, the **X-kit Achieve Workbook** enables Grade 8 and 9 learners to practise and apply their skills, improving their results.

### Explore the Workbook features:

**Clear, step-by-step explanations**

**Plenty of practice questions**

**Worked examples and solutions**

**Key terms highlighted and explained in context**

**Answers included**

**Learner answers questions directly in the workbook**

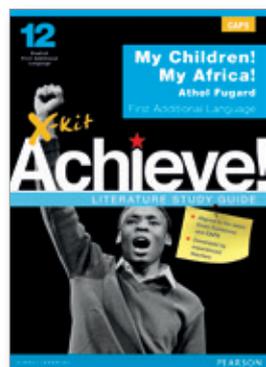
# X-kit Achieve Literature Study Guides

## Grade 10–12

**X-kit Achieve Literature Study Guides** make nationally prescribed novels, dramas, poetry and short stories accessible to learners. They provide insight into the context and analyses of themes. Stimulating exercises and questions encourage learners to revise and understand the material in a structured and systematic way. They include specific guidelines for writing the literature exams.

### Explore the Literature Study Guides features:

Glossary of important words



important idea or concept underlying the action and all the of the play. Themes in this play include a wide range of issues including ones that are personal, social and moral or ethical. Other themes are based on the differences between generations, gender and political beliefs as well as the different circumstances for white and black people in apartheid South Africa.



Themes, plots and characters thoroughly taught and tested

A mind map of key themes in *My Children! My Africa!*

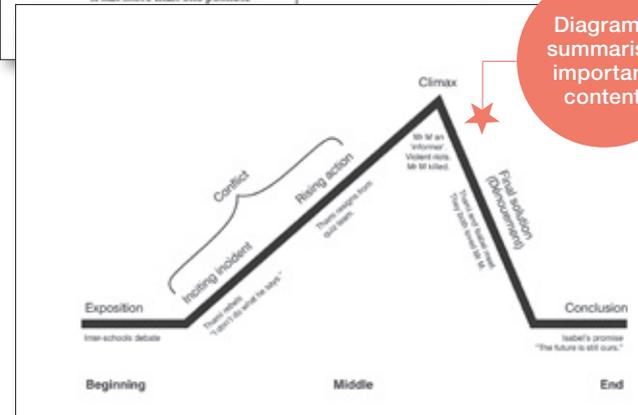
A number of the themes in *My Children! My Africa!* involve a tug-of-war between opposites. We are called upon to consider and weigh up both viewpoints and make up our own minds. Usually the truth of the matter lies somewhere between the two extremes. For example, there are tensions involving opposing poles as shown below.

ORDER	←	versus	→	DISORDER
WORDS	←		→	ACTION
TEACHING	←		→	LEARNING
DISCIPLINE	←		→	FREEDOM
VIOLENCE	←		→	NEGOTIATION
WESTERN CULTURE	←		→	AFRICAN CULTURE
FUTURE	←		→	PAST
FRIENDSHIP	←		→	ENMITY
MALE	←		→	FEMALE
OLD	←		→	YOUNG
TOWN	←		→	LOCATION
PRIVILEGE	←		→	POVERTY
INTEGRATION	←		→	SEGREGATION
BLACK	←		→	WHITE
NEGOTIATION	←		→	REVOLUTION
TRIALS	←		→	PEOPLE'S JUSTICE
POLITICS	←		→	STORYTELLING

Some thematic tensions in the play

act	One of the main parts of a play made up of a number of different scenes.	dénouement	The final part of the drama where everything is made clear. This French term means 'unknotting'. Our hopes or fears about what will happen to the characters are finally satisfied.
alliteration	Repetition of similar consonant sounds.	dramatic irony	The situation where the audience watching a play knows something significant that characters in the play do not know. Because of this, the audience can understand the real importance or meaning of what is happening.
allusion	When a reference to somebody or something is being made.		
ambiguity	Double meaning created by the way in which words are used.		
ambiguous	When something is unclear or it has more than one possible		

Diagrams summarise important content



This graph illustrates the elements of the plot for *My Children! My Africa!*

Answers on page 49 **Activity: Test your understanding of the dramatic structure**

1. What sets the plot in motion?
2. What action makes the opening of the play so dramatic?
3. Why are Isabel and Thami in the quiz team?
4. What is the high point of their friendship?
5. What threatens their friendship?
6. What conflicts undermine the relationships of the characters?
7. What causes suspense in the play?
8. At what point does the play reach its climax?
9. Where does the final resolution of the play take place?
10. How does Isabel end the play on a positive note?

Thought-provoking exercises

Model answers provided to check understanding

Exam questions provide plenty of practice

**Contextual question 1**  
Read the following extracts from the play and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 1.1 AND QUESTION 1.2.**

**QUESTION 1.1**  
**1.1 EXTRACT A**

Mr M: Order please!  
Isabel: I never said anything of the kind.  
Thami: Yes you did. You said that women were more ...  
Mr M: I call you both to order!  
Isabel: What I said was that women ...  
Thami: ... were more emotional than men ...

“ X-kit Achieve is my best friend. It made it for me this term and it made me love my books. ”

– Learner

- AVAILABLE FOR
- Afrikaans HT
- Afrikaans EAT
- Afrikaans TAT
- English HL
- English FAL
- isiXhosa HL
- IsiZulu HL
- Setswana HL



Samevatting van die belangrikste tema

Korrekte weergawe van die gedig

**Strofe** word verwys na die oë wat "groter staar". Die suggestie is naby aan die einde is. Selfs sy gesig is so ingevalle dat dit lyk asof normaal is. Die oë wat "staar" suggereer leweloosheid. Dit is oë waarin geen uitdrukking meer is nie, geen hoop of beterskap; slegs 'n soeke na drie goed: na "raad teen al die skade" aan sy afgetakelde liggaam; na die "genade van sag gaan" - 'n eufemisme vir sterf; en na begrip ("verstaan"). Dit is nie seker wat die "verstaan" is waarna die vigslyer nog soek nie; moontlik 'n antwoord op die vraag "waarom?". Moontlik begrip vir die feit dat hy verlang om te sterf.

Die gedig is 'n vrye vers met geen vaste rympatroon of strofobou nie. Binding word bewerkstellig deur die herhaling van woorde wat met mekaar verband hou, soos "takelewerk", "afgetakel" en "seil", of "bros" en "brosse". Ook klanke word herhaal in sekere woorde wat rym, soos aan die einde van reël 3 en 4, 6 en 7, 11 en 12, 9 en 13, 15 en 16. Die oorwegend lang **assonansies** (aa, ee) vertraag die tempo van die gedig, gee daaraan 'n weemoedige toon en suggereer die stadige sterwe.

**Tema**  
Die lyding en stadige sterwe van 'n vigslyer maak die dood 'n genade.

**Belangrikste elemente**

metafoer	Die vigslyer se liggaam word vergelyk met 'n selfskip waarvan die takelewerk besig is om afgehaal te word.
vergeliking	Die seil word vergelyk met 'n self wat oor 'n stokke is. Dit suggereer die versuimheid van die liggaam.
eufemisme	Die verwysing na sterf as "sag gaan".
assonansie	Oorwegend lang assonansies vertraag die tempo, maak die stemming weemoedig en suggereer die stadige sterwe.

**Toets jousef**

**Voorbeeldvrae met wenke en antwoorde**

1.1. Waarna verwys die "takelewerk" in reël 1?  
**Wenk:** Maak seker wat takelewerk is en besluit dan hoe dit in die gedig gebruik word.  
*Die takelewerk - die mure en tone en seil van die skip wat "afgetakel" word, met ander woorde losmaak en versprei word sodat dit "inleef" of inmekaarval - verwys na die sterwende vigslyer se skielik.*

1.2. Watter soort beeldspraak is dit? Verduidelik.  
**Wenk:** Onthou dat jy by 'n metafoer die beeldtraer en beeldontvanger moet identifiseer.  
*Dit is 'n metafoer waardeur die liggaam (beeldontvanger) met 'n selfskip (beeldtraer) vergelyk word. Die roep na van die skip is die ruggraat, die tone die arms en bene, en die seil die seil.*

2. Waarom gebruik die spreker "vlees" eerder as "vleis"?  
**Wenk:** Skaan die betekenis van die twee woorde na en onderskei tussen die gebruik en betekenis van die twee woorde.  
*Dit is 'n agtergrond, meer verheue en digterlike woord as "vleis" en dui aan by die afbakening "die weg van alle vlees gaan" wat beteken om te sterf.*

Volledige voorbeeld-antwoorde

Toets jousef -vrae met wenke en antwoorde

**besoekersboek - Fanie Olivier**  
(Verse in my inboks, bl. 144)

**Agtergrond**  
Die impuls vir hierdie gedig is mense se geneigdheid om hul name en kommentaar te laat op plekke waar hulle oorgebly of deur gereis het.

**Gedig met byskrifte**

Bek is smaglik  
waar besetters name  
en kommentaar skryf

Spreke kringte hemoel,  
"tikag" suggereer met  
"geroemde" aard

Indrope anbring  
wat dit op iets in lug verk  
"vleis"; dan, versprei

Aan bande kant van die  
reghoek, die mens se  
leer op aarde

**besoekersboek**  
op die seil se mure het iemand uitgekrag  
(of lieser: ingekrag: sy naam en al-ete dae  
van sy buskantse verby, gaan mens op stap  
deur duikwoel stasies onder brêj bly draai die vroe

1. wie was die peter? waar kom pam vandaan?  
hoe het die vriendskap tussen brian en ed begin?  
sou w.a.l. se ouers hom meer as normaal geslaan  
het? hoe lank het lieb sy liesbet bly begin?

ek loer na hetrogiewe 'n boer het my gewys  
u waar jagtonde oorgebly het teen die kraai  
vóór in die gideens se bybel is 'n lang lys  
lesers wat hul teen steriliteit probeer verskans

'n kind hoer seer, 'n lam hui stongemaak, ek kraap  
moed hymekeer, ek was hier en hier het ek gestaap.

Die dikkepout volg  
gesien se ankyrie

Parake

**Opsomming**  
Die spreker neem ininskripsies waar wat mense op velerlei plekke aangebring het as herinnering aan hul verby daar, of weens hul smaging na erkenning, byvoorbeeld teen die mure van 'n seil, 'n duikweg, rose en in die Bybels wat die Gideons in hotel- of gastehuiskamers laat. Ten slotte bring hy ook sy ininskripsie aan.

Bondige byskrifte

Kontekstuele vrae en opstelvrae (HT) met antwoorde

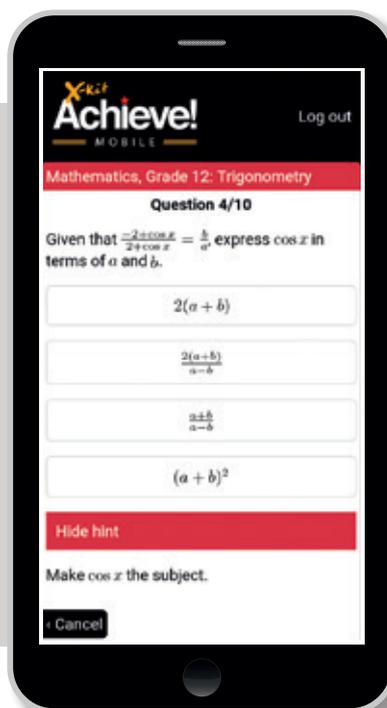
## Bring the benefits of mobile learning into your classroom

X-kit Achieve Mobile is our digital learning, revision and practice tool that allows learners to prepare for tests and exams on their cellphones. It provides levelled quizzes, helpful hints and worked solutions, as well as theory for every topic. You can use X-kit Achieve Mobile in your classroom to engage learners and help them improve their results.

### Explore the Mobile features:

#### How learners use X-kit Achieve Mobile

- ★ Practise skills at their own pace.
- ★ Complete quizzes with helpful hints and worked solutions.
- ★ Access essential theory.
- ★ Collect badges for their achievements.
- ★ Join the leaderboard to compete against their peers.



#### How teachers use X-kit Achieve Mobile

- ★ Provide learners with additional support and exam preparation.
- ★ Assign quizzes for homework.
- ★ View learner scores from automatically marked quizzes.
- ★ Receive reports and view overall progress of the class.
- ★ Use reports to inform classroom teaching.

#### How to get X-kit Achieve Mobile for your school

In three simple steps, teachers can bring the benefits of mobile learning into their classrooms.

1. Go to <http://shop.pearson.co.za>
2. Purchase the required number of licenses (one per learner).
3. A Pearson representative will contact you to complete the registration process.

The teacher and learner will have lifetime access to X-kit Achieve Mobile. Learners can also purchase subjects and topics on X-kit Achieve Mobile.

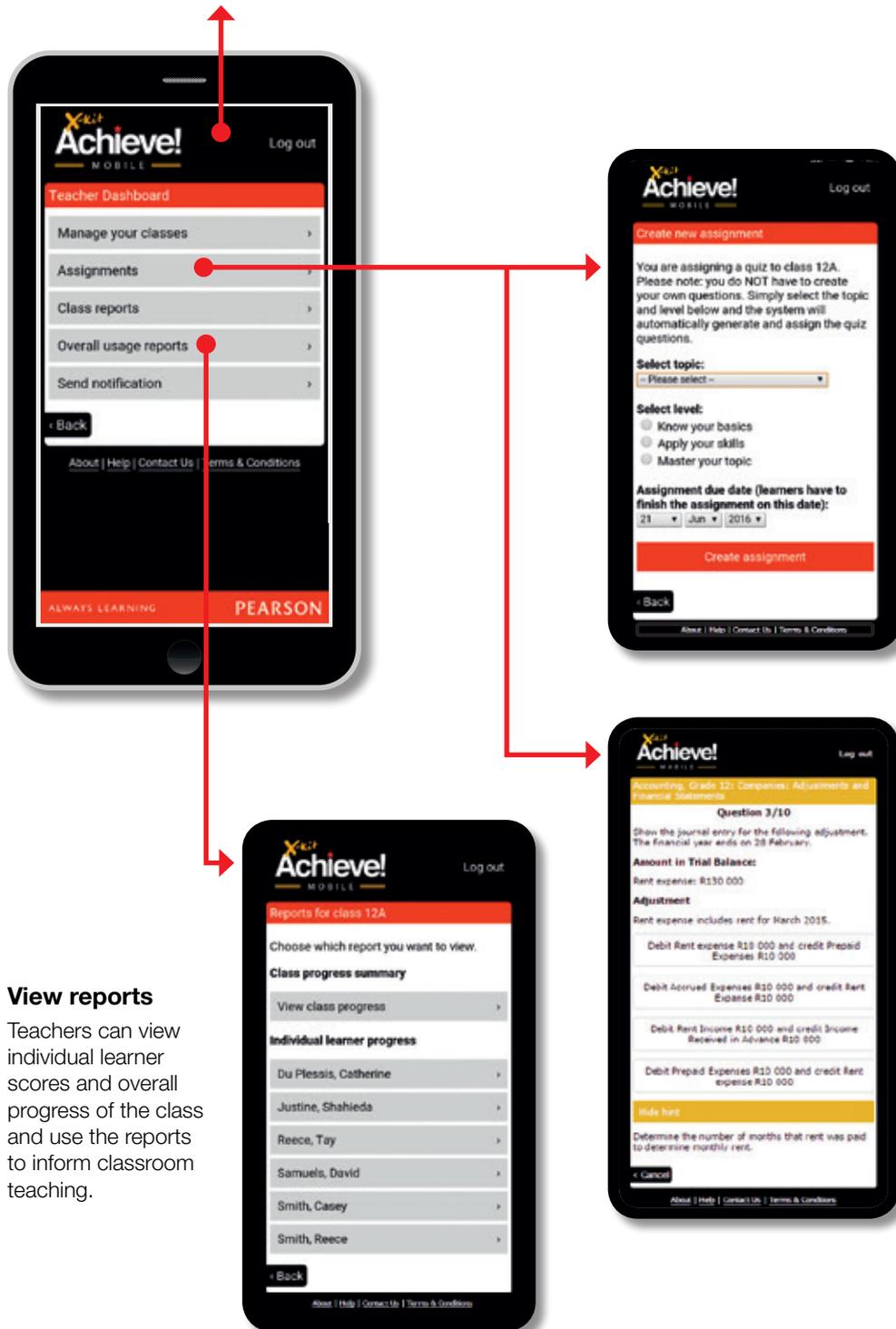


[www.xkit.mobi](http://www.xkit.mobi)

X-kit Achieve Mobile for schools makes it easy and cost effective for teachers to bring the benefits of mobile learning into the classroom with these features.

### Teacher dashboard

Teachers will get access to all content and features, as well as a useful teacher dashboard from which to manage their classes, assign quizzes and view results.



### View reports

Teachers can view individual learner scores and overall progress of the class and use the reports to inform classroom teaching.

AVAILABLE FOR
Mathematics
Accounting
Natural Sciences
Life Sciences
English HL
isiZulu
Physical Sciences
Afrikaans HT
Afrikaans EAT
isiXhosa

### Manage and assign quizzes

Assign quizzes for homework and provide learners with additional support and exam preparation. Quizzes are automatically marked and reports can be used as evidence of formative assessment.

### Levelled quizzes

Each topic has three levels learners need to progress through:

1. Know your basics
2. Apply your skills
3. Master your topic.

Each level consists of quizzes structured according to cognitive levels, as per requirements in CAPS.

Unlock your free topic at [www.xkit.mobi](http://www.xkit.mobi)



# X-kit Achieve!

**GRADE  
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