

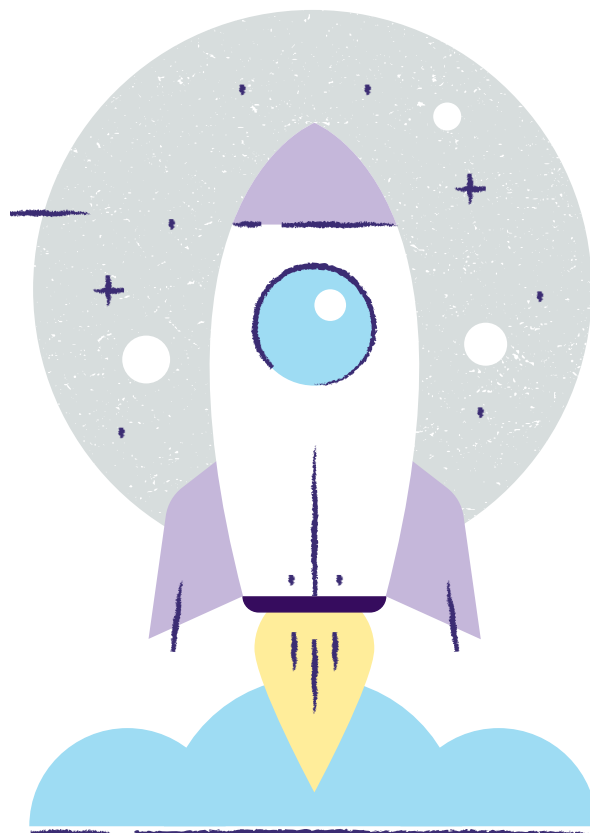


Grades 8–9

CAPS-approved Catalogue

Welcome

At Maskew Miller Learning, we aspire to uplift, develop and advance learners by being the leading provider of innovative, trusted and quality educational content and resources. Because through learning, people can move forward to brighter futures.



We are proud to present the Maskew Miller Learning Grades 8–9 catalogue. Our Grade 8–9 portfolio brings you the widest range of CAPS-approved titles in South Africa. We aim to support learners along their learning journey as they prepare for their final matric exams and acquire the skills and knowledge to help them progress beyond school.

To support you in the classroom, we continue our strong tradition of excellence in teacher training. These workshops are run across the country by our dedicated and passionate team of trainers whom are qualified teachers. If you require more information about our workshops, please contact your local Maskew Miller Learning sales representative.

Maskew Miller Learning

 **Learn more at mml.co.za**

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Our full range of Grade 8–9 supplementary resources can be found in the Grades 8–12 Library and Supplementary Resources Catalogue.

Key to symbols



Resources with audio components.



Features one or more digital resources, e.g. CD, DVD, Online Support.



This title is available in eBook format.



This title is available in Afrikaans.



Additional information.

About Maskew Miller Learning



At Maskew Miller Learning, we aspire to uplift, develop and advance learners by being the leading provider of innovative, trusted and quality educational content and resources.

We provide trusted CAPS-approved textbooks, curriculum material, digital and supplementary resources, services and support, and professional development courses, to make learning more engaging, effective and accessible.

Our products have had and continue to have a tremendous impact on learning.

We create content in all 11 official languages for use in schools, home, higher education institutions and professional environments, across all 9 provinces in South Africa.

We have a clear purpose – to enable learners to move forward by providing trusted, quality educational resources and materials, for a brighter future through learning.

 **Learn more at mml.co.za**

Maskew Miller Learning is a B-BBEE Level 1 contributor.



Maskew Miller Learning lends its name from the most trusted and recognisable publisher in South African history – Maskew Miller.



We enable learners to move forward by providing trusted, quality educational resources and materials, for a brighter future through learning.

Marang Education Trust

Marang Education Trust was established in 2008 as a Public Benefit Organisation to provide best practice solutions to improve teaching and learning outcomes within challenging, under-resourced and disadvantaged contexts in South Africa. We are the dedicated Corporate Social Investment vehicle of Maskew Miller Learning and a SACE accredited professional development service provider.

We work in collaboration with various stakeholders, including the Department of Basic Education (DBE), teacher unions, higher education institutions and non-governmental entities as a thought leader to contribute to improving education outcomes. We partner with under-resourced schools and other education stakeholders to improve teaching, learning, leadership and management outcomes with a focus on mathematics and reading to learn.

We provide integrated professional and personal development and support to schools and districts in a 4-year cycle. Our professional development and support involves best practices for training, coaching, mentoring and monitoring schools to enable them to become effective, efficient, independent, transforming and sustainable learning organisations. We aim to enable schools to become learning organisations that are committed to providing quality education to learners in challenging contexts.

Our strategic partners

Our dedication to creating positive social impact shapes everything we do, from our products and strategies to the way we engage with our learners, partners, and communities across South Africa.

Novus Print (Pty) Ltd

In 2022, Pearson South Africa's K12, TVET and local Higher Education courseware businesses was acquired by Novus Print (Pty) Ltd after a series of successful regulatory approvals.

Novus has over a hundred years of print experience in South Africa and is on a quest to diversify its portfolio through the prioritisation of educational publishing to unlock potential on the continent. It is a strong cash generative business, and this is a logical investment opportunity in a closely aligned business sector.

“Our passion for empowering South African learning has not wavered. We will always strive to ensure learners and teachers are adequately equipped to put quality education first be it through digital, print or a blend of both. We are still South Africa's learning company and believe our country's potential can be harnessed through a foundation cemented in education.”

Keshree Alwar, Maskew Miller Learning CEO

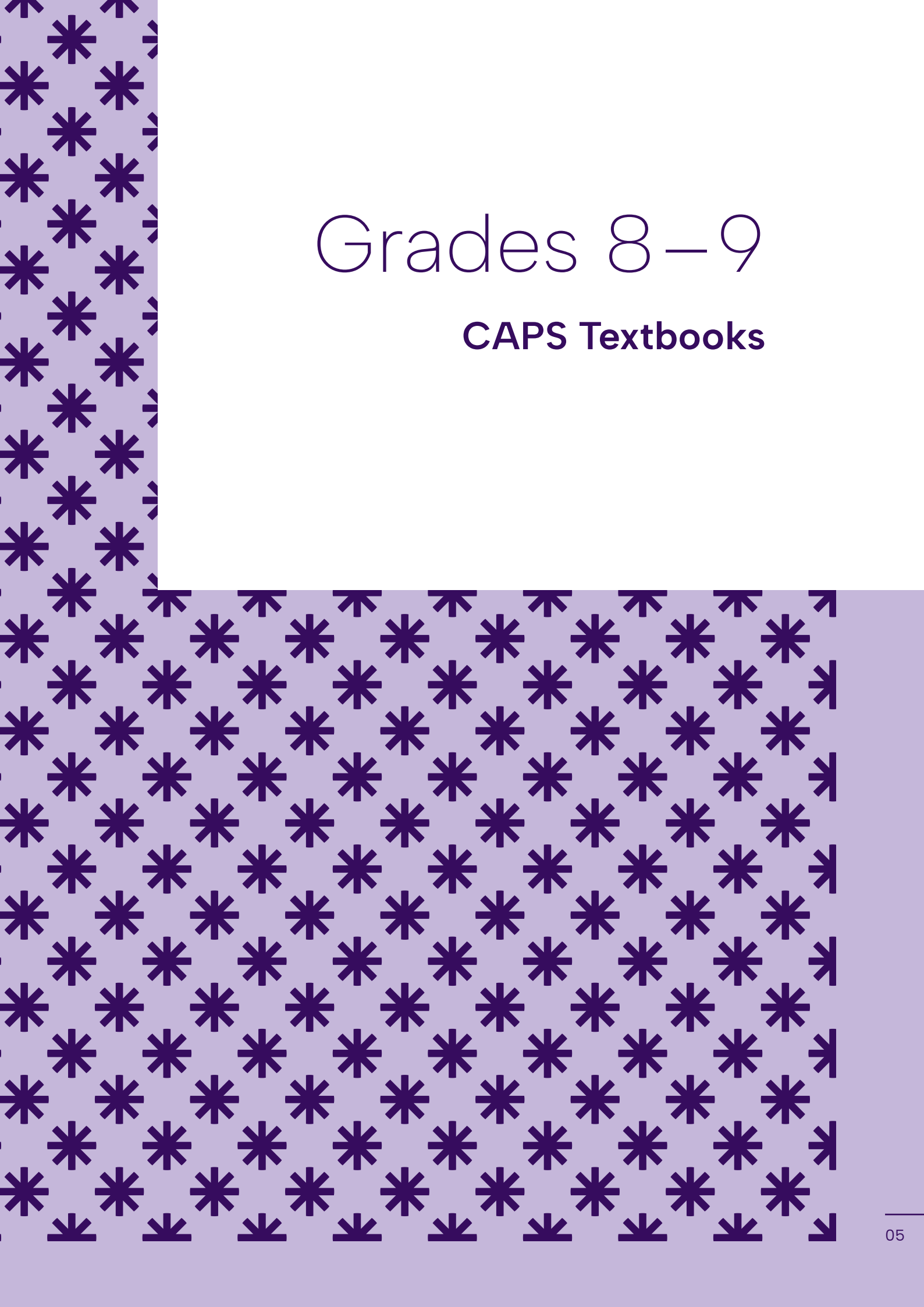
Sphere Holdings (Pty) Ltd

We are fortunate to have found B-BBEE partners who share our passion and commitment to education and will enable us to continue to positively impact many thousands of learners across South Africa.

Sphere is committed to positioning Maskew Miller Learning, not just as an educational supplier, but to partner with government as a responsible citizen and leverage the company's capabilities to address some of the seemingly intractable challenges in the country; literacy and unemployment.

Sphere Holdings is excited to be part of an enterprise whose key focus is on improving knowledge and education in South Africa. The relationship with Maskew Miller Learning aligns this imperative with their passion for delivering meaningful interventions for change.





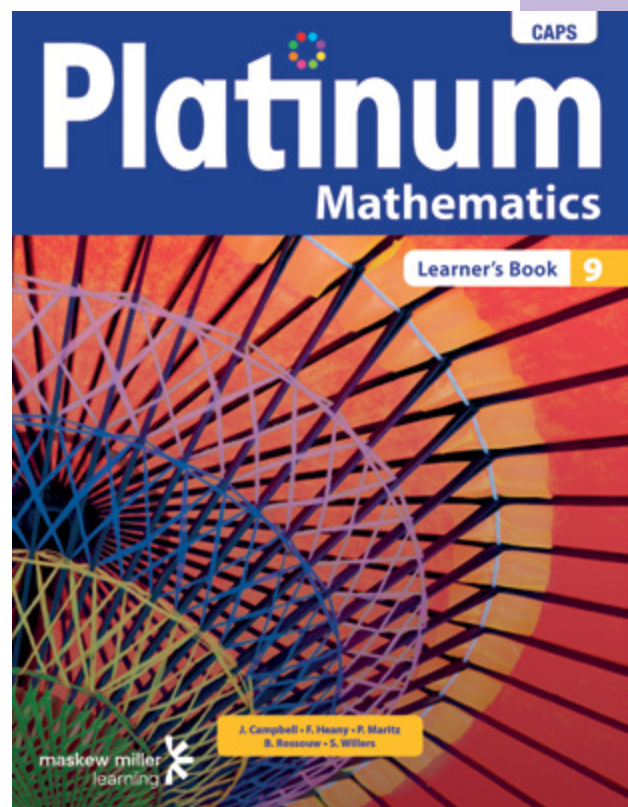
Grades 8–9

CAPS Textbooks

Platinum

Simply Superior!

- **Superior** CAPS coverage – written for the Curriculum and Assessment Policy Statement by expert authors
- **Superior** illustrations and activities to improve results and motivate learners
- **Superior** teacher support to save time and make teaching easy
- **Superior quality = SUCCESS!**



Teacher's Guides include a **FREE** Extension and Remediation Worksheet Book.

Platinum English

First Additional Language



- Activities for all four language skills: Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions.
- The course has unique features that help learners to read, speak and write English confidently and competently.
- Word lists and glossaries build learners' vocabulary. The Language toolbox is an easy reference for common grammar and spelling patterns.

Components

- Learner's Books
- Readers
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book



ISBN 9780636139718



ISBN 9780636139732

Examples of speaking and writing texts that can be modelled

Suggested words and phrases develop learners' writing

Write your own friendly letter. You can use the letter on page 36 as a model. Use your own words to write your own letter. Your letter should be between 120 and 140 words long. Follow the writing process.

Planning
Look at these photographs of moments in South Africa's history.

1. Choose the photograph that interests you.
2. Write a letter to your grandparents or to an older person you know. Ask them to tell you about the event in the photograph you chose.
3. Plan your letter. Use this:

Paragraph 1: Give your grandparents any family news. Ask them how they are.
Paragraph 2: Tell your grandparents that you want to find out about this event. Tell them that you are doing an English project.
Look at the Words you can use box on the right to help you.

Drafting
Write the rough draft of your letter. Lay out your letter properly. Use Channel's letter on page 36 as a model. Put in your own address and your own name.

Revising, editing, proofreading and presenting

1. Read your letter. Check that these things are correct:

- The address.
- The greeting.
- Paragraph 1 is about general news.
- Paragraph 2 tells your grandparents to explain the event.
- The ending.

2. Tell your letter. Check that the spelling is correct. Check that all your sentences are complete.

3. Write the final letter. Check it once more before you hand it in to your teacher.

Words you can use

Paragraph 1
How are you?
I hope you are well.
I am looking forward to seeing you...
I have been doing well...
all...
For paragraph 2
I would like you to help me with my project.
We are doing a project on...
Please can you...
What did you remember about...?
Why did...?

Writing and presenting
Activity 8 Write a friendly letter.
Read this example of a friendly letter.

305 Theodo Court
First Drive
Pretoria
1601
14 March 2015

Dear Grandma,

We are coming to stay with you for the Easter holiday! I am very excited that you are here when school ends on Thursday, we will go to your house by taxi on Thursday night.

Please will you read stories to me again? That is one of my favourite things about visiting and my reading is much better now that I am in Grade 8, so I can also read to you.

I am going to bring my collection with me, to show you all the photographs I have been taking. You can see photographs of my school and of me at the athletics team. I want to take photographs of you and your house when I am there. I will use them in my history project. The topic is 'My family history'.

I can't wait to see you!

Love, Lisa Channel

The address and the date go under the right hand corner.

The first paragraph explains why you are writing the letter. It tells the reader the date of the letter.

The second paragraph tells you how you are feeling about the event. It tells you how you are feeling about the event.

The third paragraph tells you what you are going to do. It tells you what you are going to do.

The fourth paragraph tells you what you are going to do. It tells you what you are going to do.

The fifth paragraph tells you what you are going to do. It tells you what you are going to do.

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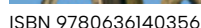
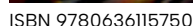
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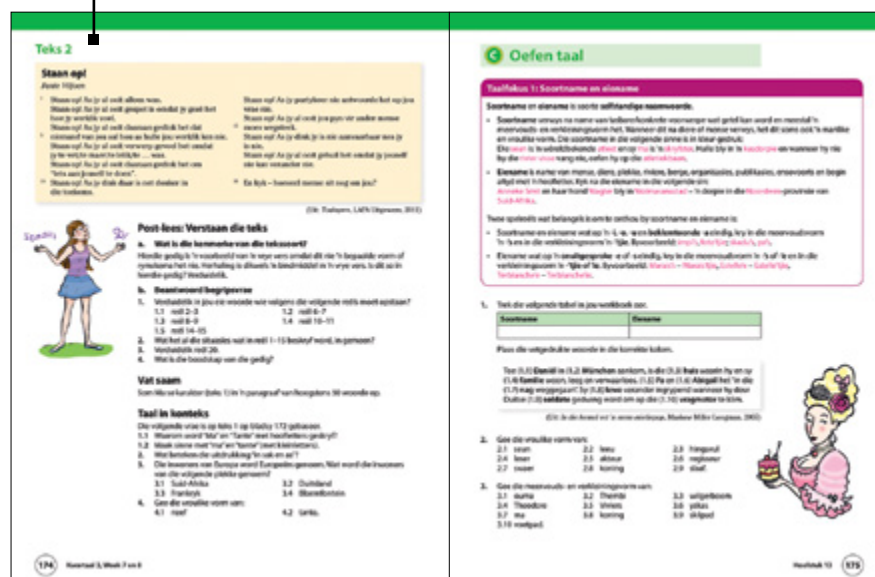
The one hundredth paragraph tells you what you are going to do. It tells you what you are going to do.



- The Learner's Book includes folklore, short stories, poems and drama to enhance the learner's reading experience.
- Important text forms include annotated labels to help the learner differentiate between text forms and value the construction of each form.
- Activities and revision exercises enable learners to consolidate their knowledge and test their language skills.
- *Platinum* Home Language include *Platinum* Afrikaans Huistaal, A Hi Peleni Nambu (Xitsonga), A Re Sogeng Thari (Sepedi), Kha Ri Shele Mulenzhe (Tshivenda), Le Re Tlhabetse (Setswana), Masikhanyise (isiXhosa), Nasi-ke Isikhethu (isiNdebele) and Sivula Emasango (siSwati).

- Learner's Books
- Reader
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book

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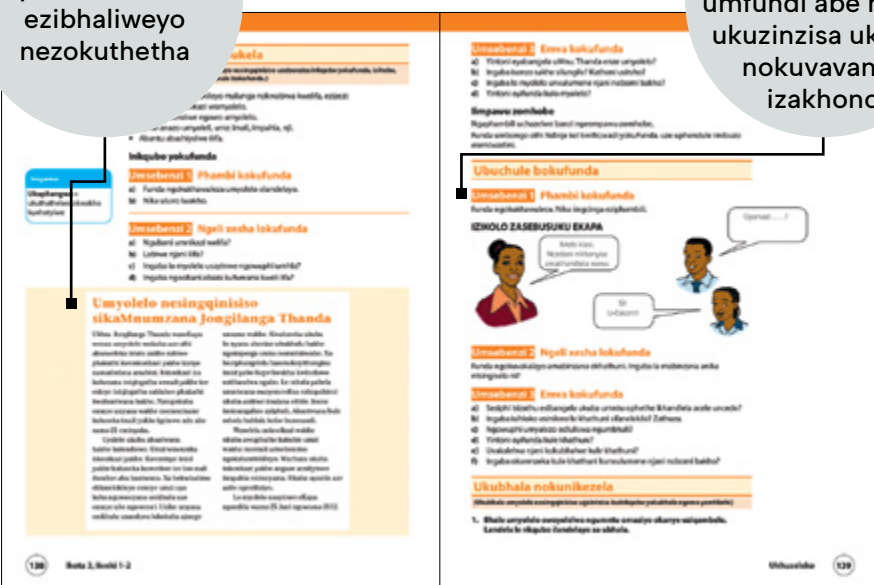


Platinum Home Language



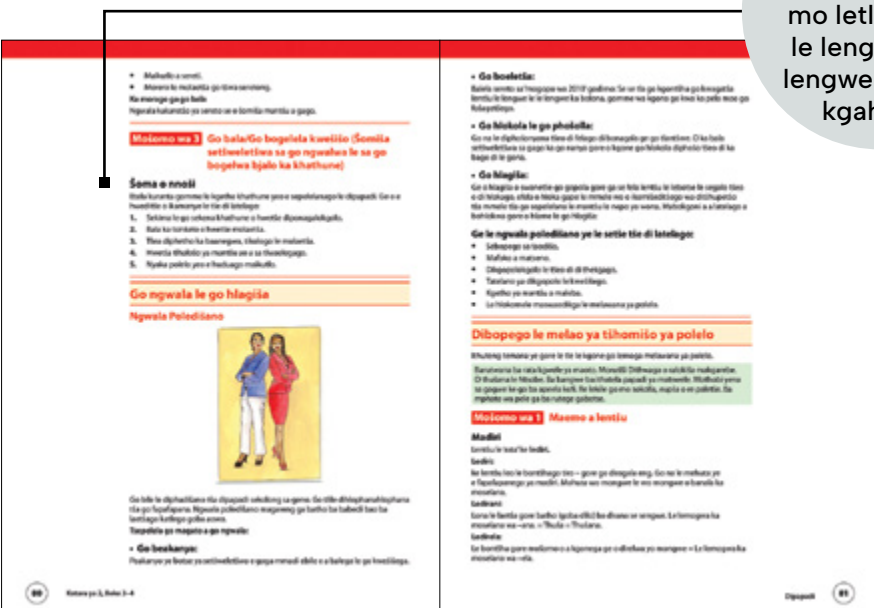
Imizekelo
yezicatshulwa
ezibhaliweyo
nezokuthetha

Imisebenzi
nemisebenzi
yokuhlaziya yenza
umfundi abe nakho
ukuzinzisa ukwazi
nokuvavanya
izakhono



Platinum Masikhanyise (isiXhosa) Grade 9 Learner's Book

Dibonwa/
dibogelwa tša
mebalabala
mo letlakaleng
le lengwe le le
lengwe di tsoša
kgahlego



Platinum A Re Sogeng Thari (Sepedi) Grade 8 Learner's Book



ISBN 9780636140288



ISBN 9780636115699



ISBN 9780636140400



ISBN 9780636140264

Platinum Creative Arts



ISBN 9780636141124



ISBN 9780636141131

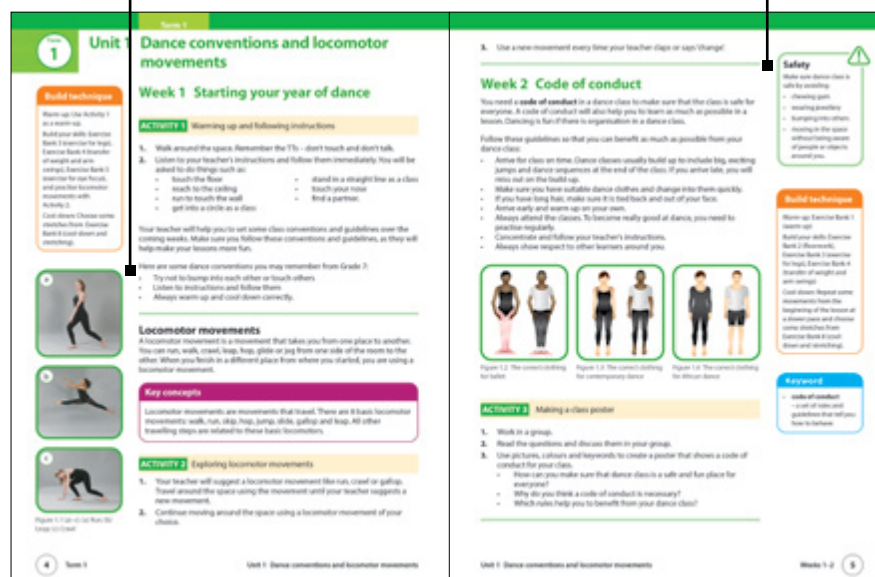
- The Learner's Book is divided into units, which cover the required content, concepts and skills for the various art forms.
- Activities and revision exercises enable learners to consolidate their knowledge and test their skills.
- The focus is on developing art form vocabulary through the repeated use of keywords and key concepts during practical activities.

Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters per grade

Colourful
visuals aid
understanding

Safety boxes
ensure learners
do activities
with care



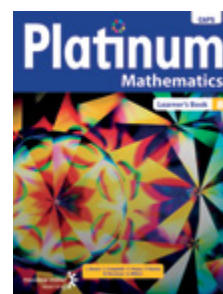


Platinum Mathematics

- *Platinum Mathematics* is the only CAPS Maths course that has been approved for all grades.
- The *Maths ideas* feature illustrates the curriculum focus of a particular topic.
- Each topic contains helpful keywords and a variety of exercises.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book



ISBN 9780636141445



ISBN 9780636141452

Examples show learners how to solve problems

26 Probability

Maths ideas

- Consider simple situations that can be described using probability and/or possible outcomes.
- Determine the probability of outcomes by using the definition of probability.
- Predict frequency of outcomes based on probability.
- Compare relative frequency with probability.

Key words

- impossible event** – an event that cannot happen, and therefore has a probability of 0.

Understand probability

Probability is about estimating the chance of an event happening during an activity, and studying trends and patterns. The outcome is the result of this activity. **Probability** is simply a mathematical way of describing or understanding how great the chance is of a specific event occurring.

For example, if you roll a six-sided die and ask 'What are the chances of throwing an even number?' or 'What is the probability of throwing an even number?' then 'throwing an even number' is an **event**. We describe the event using the letter E . The event is composed of the **outcomes** 2, 4 and 6, because these are the possible even numbers you could roll. You can write this as set notation as $E = \{2, 4, 6\}$.

You can write probability as a formula:

$$\text{Probability} = \frac{\text{The number of favourable outcomes}}{\text{The number of possible outcomes}}$$

Mathematically you write the probability equation as $P(E) = \frac{n(E)}{n(S)}$ where E stands for the event and S represents the set of all possible outcomes and n is the number of favourable outcomes or events and $n(S)$ is the number of possible outcomes.

Calculate probabilities

If an event E will definitely happen, then it has a probability of 1, written as $P(E) = 1$.

It is certain that the sun will rise tomorrow. If you represent the event 'The sun will rise tomorrow' by S , then $P(S) = P(\text{The sun will rise tomorrow}) = 1$. This is an example of a sure or certain event.

Let's look back at what happens when you roll a die. When you roll the die, one of the numbers 1, 2, 3, 4, 5, 6 will definitely appear on top. The set for certain event S represents all possible outcomes. So $S = \{1, 2, 3, 4, 5, 6\}$, and $P(S) = 1$. This is because it is a sure event that one of the numbers will be rolled. The sure event S is also called the **sample space**.

An impossible event is one that has a probability of 0.

It is impossible for cows to fly. So if you represent the event 'A cow will jump up like the mouse' by A , then $P(A) = P(\text{A cow will jump up like the mouse}) = 0$. This is an example of an impossible event.

Probability is measured on a scale from 0 to 1. If an event has a probability of 1 (or 100%), it means it is certain to happen. If the event has a probability equal to 0, it means it will not happen, or that it is impossible. When events are either not impossible or not certain, then the probability will be between 0 and 1. A probability of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{20}$, $\frac{1}{2}$ or 50% means that something is just as likely to happen as not. This is sometimes called a 50-50 chance.

You can show all probabilities on a probability number line.

impossible	unlikely	50-50 chance	likely	certain
0	20%	50%	70%	100%
0	0.25	0.5	0.75	1.0

Example

What is the probability of getting an even number when you roll a die?

Answer: There are 3 ways of getting an even number. E is the event (getting an even number), then $E = \{2, 4, 6\}$. There are 6 possible outcomes. S represents all the possible outcomes, then $S = \{1, 2, 3, 4, 5, 6\}$. Probability $P(E) = \frac{\text{number of favourable outcomes}}{\text{number of possible outcomes}}$. So the probability of getting an even number is $\frac{3}{6}$, which is the same as $\frac{1}{2}$ or 50%.

Did you know? You can express probability as a percentage, ratio, decimal or a fraction. For example, you could say that there is a 20% chance of something happening. This is the same as a one in five chance, and the probability is equal to 0.25 or $\frac{1}{4}$.

Did you know? boxes provide useful information

Platinum Natural Sciences



ISBN 9780636140912



ISBN 9780636140929

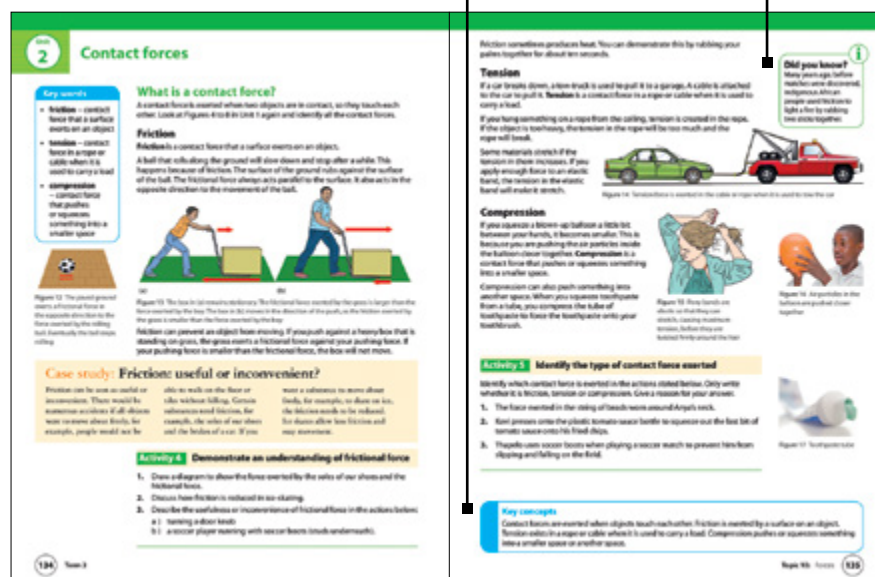
- Activities, practical work and revision exercises enable learners to consolidate their knowledge and practise their skills.
- Language support is provided through clear definitions of scientific terms in *keyword* boxes. Safety notes are provided where relevant.
- Colourful illustrations and photographs enhance learners' understanding of the content.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** Extension and Remediation Worksheet Book

Key concept
boxes
summarise
scientific
concepts

Did you know?
boxes provide
useful
information





Platinum

Social Sciences

- A variety of activities enable learners to consolidate their knowledge and test their skills.
- *About our world* boxes filled with useful information offer learners a broader perspective of Social Sciences.
- Colourful illustrations, maps and photographs aid learners' understanding of the content.

Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters per grade

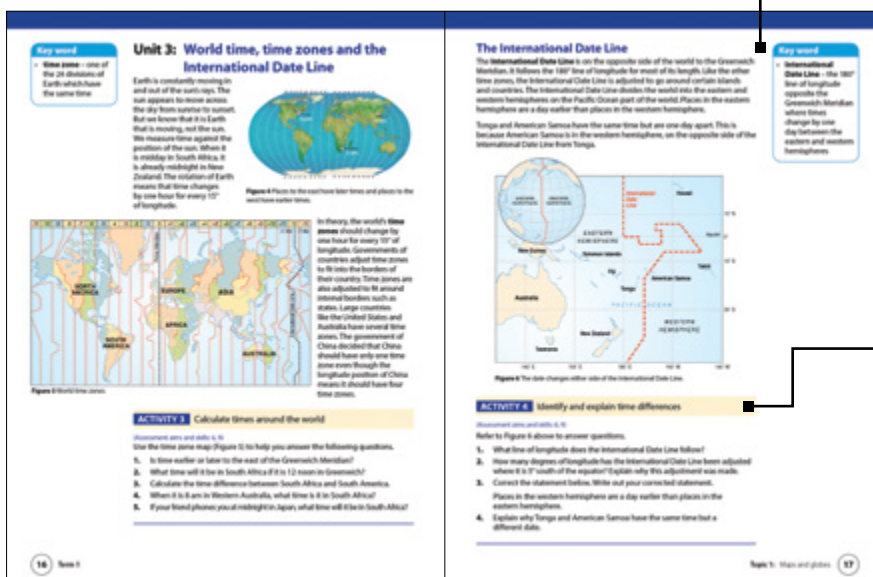
Keyword
feature
explains
new terms



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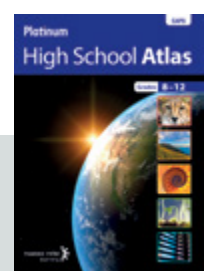


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Activities
allow learners
to test their
knowledge
and skills

Platinum Social Sciences Grade 8 Learners' Book



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- The *skills focus*, *action research* and *practical investigation* features provide hands-on opportunities for learners to acquire skills.
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Colourful
visuals aid
understanding

Did you know?
boxes provide
useful
information

Keywords are
defined to
build learners'
vocabulary

Chapter 1 Pneumatic and hydraulic systems

Key words

- master cylinder** – input pressure is applied to this cylinder
- slave cylinder** – a resulting output pressure occurs at this cylinder; the pressure is equal to the applied input pressure
- piston** – a disc attached to a rod that fits tightly inside a cylinder and that moves up and down the cylinder
- cylinder** – a tube that can fill up with fluid or air
- pneumatic systems** – a mechanical system that uses compressed air to do work
- potential energy** – the energy that is released when a compressed gas expands
- compressed air** – air that is compressed into a small space
- hydraulic systems** – a mechanical system that uses compressed fluid to do work

Some machines need to transmit a force in awkward spaces or around corners. Other machines need a very large force to do the work. Pneumatic and hydraulic systems are used in these situations. Figure 1.6 shows a simple diagram of these systems. It shows a **master cylinder** linked by a tube to an **input slave cylinder**. A master cylinder is identified as the input of the system. It is the point where pressure is applied to the system. A slave cylinder is identified as the output of the system. It is the point to which the resulting effect of the applied pressure is transmitted. Pistons move inside the cylinders to transfer force applied to the system. A **piston** moves up and down inside a cylinder in the direction in which pressure is applied. A force is applied to the piston in the master cylinder; the gas or liquid moves through the system and pushes out the slave piston. This will lift a load attached to the slave cylinder.

Pneumatic systems

A pneumatic system controls mechanisms by using compressed gas (like air or nitrogen). A gas has no much space between its particles that these particles can be forced together under compression. When the gas expands again, it releases energy, which we use to do work. This is called **potential energy**. Potential energy is the stored energy in objects, which we can use to do work. Pneumatic systems are used in simple everyday tools like bicycle pumps and in industrial tools like jackhammers.

Advantages and disadvantages of pneumatic systems

Pneumatic systems are cheaper than hydraulic systems. However, since air is so easily compressed, pneumatic systems are not suitable for machines where precise, controlled movement is needed. Compressed air can be very dangerous because it is expandable and feedback can occur.

Hydraulic systems

A hydraulic system controls mechanisms by using oil. Oil is a lubricant. It reduces friction and does not freeze as easily as water. A hydraulic system can transfer force evenly throughout a system using fluid that is under pressure. Liquids cannot be compressed like air because there are no spaces between a liquid's molecules. Hydraulic systems can be very powerful and are used in several industries. These systems use machines with electrically-driven pumps to drive fluid into the cylinders. A hydraulic system controls mechanisms by using oil. At a fixed, water is used in systems for domestic hydraulics.

Advantages and disadvantages of hydraulic systems

A hydraulic system is effective since the pressure in the system is constant. Force is transferred directly and immediately. The system is efficient because oil reduces friction. But fluids are expensive and messy.

Linking Task 1 Compare simple pneumatic and hydraulic systems

You will need: length of tubing, empty plastic bottles that can be squeezed easily, balloons, ten coiled springs of 5 mm and 10 mm, without needles.

Work in pairs. Complete the following questions in your workbook.

1. Connect the balloons to the mouth of the empty plastic bottles. Depress the bottles and watch what happens to the balloons. (2)
2. Fill one spring halfway with water and use one finger to hold it. The spring. Try pushing the piston in. What do you notice? (2)
3. Link two water-filled springs with tubing. Make sure that there are no air bubbles in the system. Push the piston in one of the springs and observe what happens. (2)
4. Compare the results from questions 1–3. Present your answer to the class. (16)

Did you know?

Hydraulics and pneumatics are called fluid mechanics. Because liquids and gases are not solid materials and they can both move in a system.



“ *Platinum* makes my life as a teacher easier. The Learner’s Book is more detailed in terms of content and the given activities are easier to administer. *Platinum* empowers learners to be problem solvers and they have been able to improve their grades.

S Mharakurwa, teacher, Vine Christian School, Western Cape

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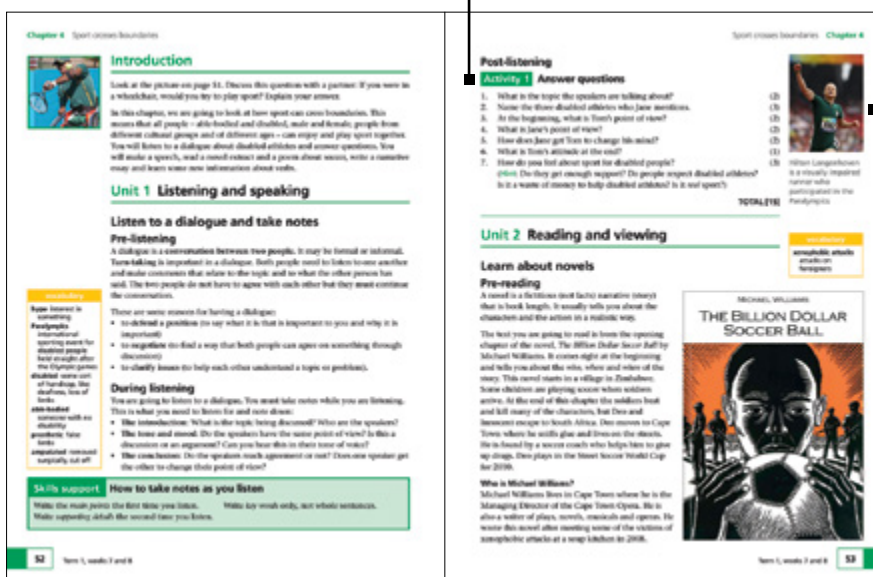
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Components

- Learner's Books
- Readers
- Teacher's Guides, which include a **FREE** book of photocopiable worksheets

Activities
test learners'
skills

Visual support
stimulates learner
interest



TODAY

Creative Arts



ISBN 9780636141223



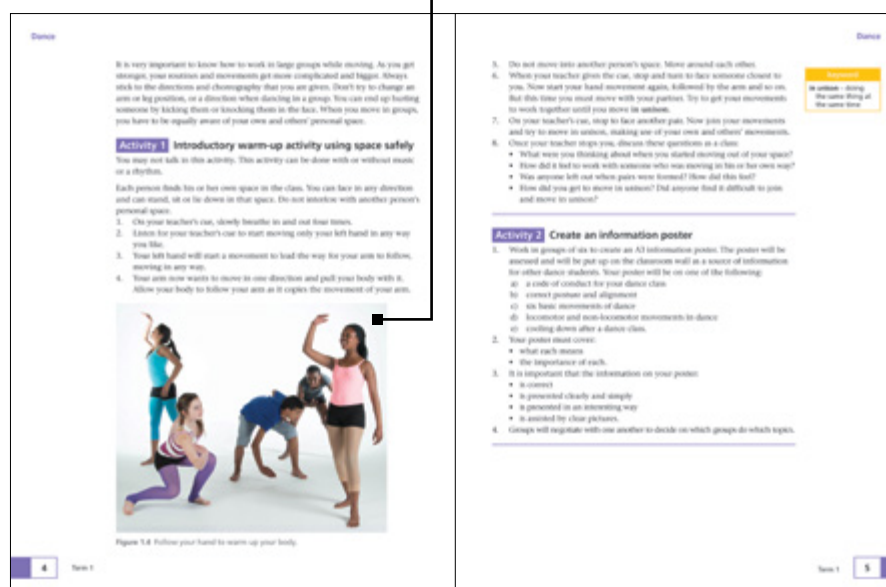
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- Creative Arts *TODAY* is suitable for all learning styles and abilities, with content presented in a step-by-step format.
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Components

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Colourful illustrations help learners understand concepts



TODAY Economic and Management Sciences



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- The Learner's Book provides additional support through *keyword* boxes, worked examples, case studies and *did you know?* Boxes.
- Activities allow learners to test their skills and use their existing knowledge, challenging them to think critically.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** book of photocopiable worksheets



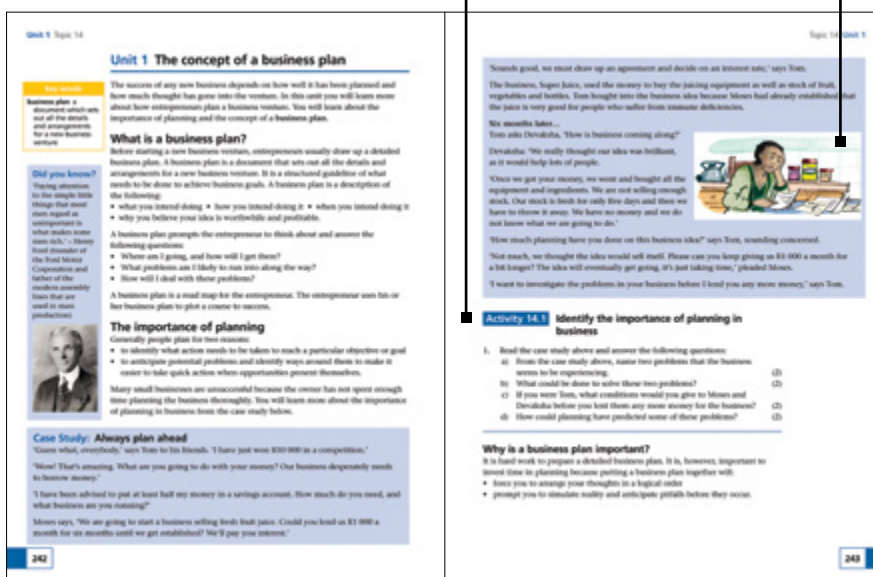
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Variety of activities help learners practise skills

Visual support aids learners' understanding



TODAY

Life Orientation



ISBN 9780636115651



ISBN 9780636115668

- Life Orientation *TODAY* is easy to use, as content is presented in a step-by-step format, using clear and simple language.
- Activities allow learners to test their skills and use their existing knowledge, challenging them to think critically.
- The Learner's Book provides additional learner support through *keyword boxes*, *safety first boxes* and *additional information boxes*.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** book of photocopiable worksheets

Visual support
aids learners'
understanding

Case studies
provide additional
learner support

Constitutional rights and responsibilities

Unit 5 Contributions of religion in promoting peace

Respecting other people and living in peace is at the heart of all the major religions in the world.

Christians believe in Jesus' teachings of non-violence: 'Blessed are the peacemakers, for they shall be called the children of God' (Matthew 5:9). Jesus will fight in self-defence, but the Jewish scriptures urge them to 'Love those who hate you and do good, seek peace and pursue it' (Leviticus 19:18).

Mohandas Gandhi, the great Hindu who 'thought' non-violently for the independence of India, wrote: 'I object to violence because when it appears to do good, the good is only temporary: the evil it does is permanent'. Traditional and religious grew from violence and all these share the idea of 'ahimsa' (non-violence).

Moham was founded by the prophet Muhammad who received his understanding of the word of Allah (God) in the Quran. All Muslims are involved in a 'jihad' which is largely non-violent and includes a personal spiritual and moral struggle towards goodness. Part of the jihad, however, can be a 'holy war' against those who oppress or persecute believers, which is commanded by Allah, but must be carried out according to strict rules and only in defence.

Many people do not follow any particular religion, but believe in the 'Golden Rule': 'treat others as you would wish them to treat you'. Many would regard this as a call for peace and a rejection of all war and violence.

Activity 4 Think about fighting for peace

1. In the following table, as a member of attitudes that various religious faiths. Decide whether you think each action promotes peace.

2. Your teacher will divide you into groups of six. Discuss your answers and explain your reasons.

3. At home ask your family what they think. Try to find out why they believe certain things.

4. If possible, ask your priest or religious leader what your religion would say.

Constitutional rights and responsibilities

Activity 1

Action	Promotes peace?	
	Yes	No
1. Teach us to help the poor.		
2. Get involved in politics to prevent violence and wars.		
3. Support the government in fighting against the enemy.		
4. Encourage people to be prepared to use a gun for self-defence.		
5. Start an anti-alcohol campaign.		
6. Establish a job creation programme for the unemployed.		
7. Wear a white ribbon and participate in the 16 days of Activism for no violence against women and children.		
8. Speak out against war and send abuse and report it to the police.		
9. Report bullying to school management.		

Case study

In the late 1980s when violence defunding apartheid as well as fighting it was at its worst, the Methodist Church of South Africa debated whether to call itself a Peace Church or not. If it chose to be a Peace Church, those in members would reject violence as a solution to the country's problems. This meant that Methodists, black and white, would not fight any kind of war. Any men called up by the government for military service would have to refuse to go, and be sent to prison for six years. Any person who was against apartheid would have the choice not to support any form of violence in the liberation struggle.

Activity 7 Decide what you would do

1. As a class read the paragraph above on the Peace Church debate.

2. Imagine that you are a white Methodist man, about to be called up for military service. How would you and your family vote in the Peace Church debate?

3. Now imagine that you are part of a black Methodist family and that you are a young man, encouraged by your friends to join the armed struggle against apartheid. How would you and your family vote in the Peace Church debate?

4. What do you think the Methodist Church should have chosen to do - to be a Peace Church or not?

Key word

debate to discuss a subject when you are trying to make a decision or find a solution

TODAY Mathematics



- Mathematics *TODAY* is suitable for all learning styles and abilities, with content presented in a clear format.
- The Learner's Book contains several activities to enable learners to apply their knowledge, test their skills and challenge themselves.
- Worked examples and features such as remember and keyword boxes provide additional support.

Components

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- Teacher's Guides, which include a **FREE** book of photocopiable worksheets



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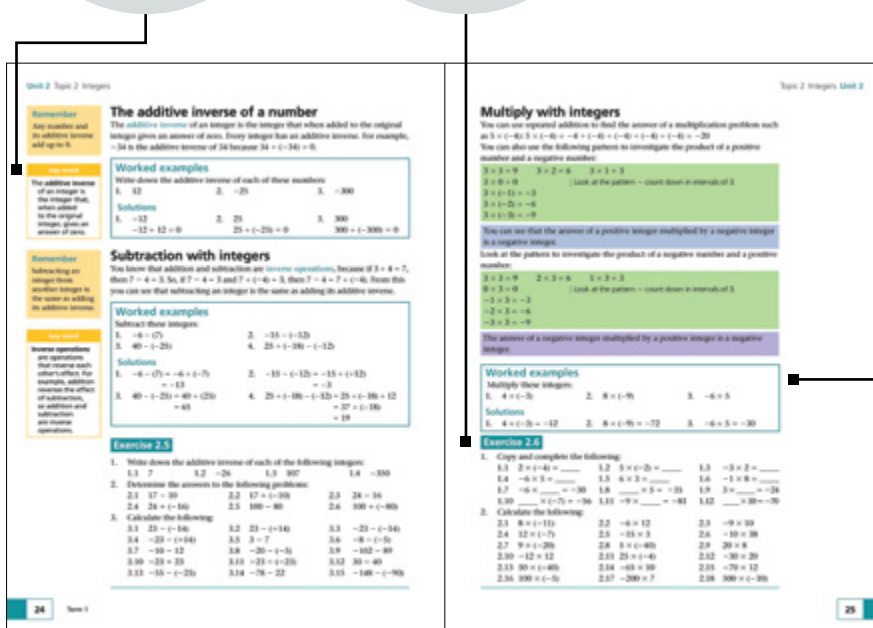


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Keyword
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new terms

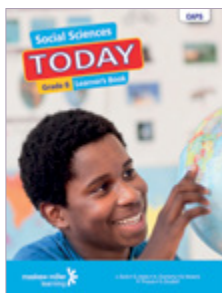
Activities provide
opportunities for
consolidation and
practice

Worked
examples
and solutions
explain difficult
concepts



TODAY

Social Sciences



ISBN 9780636115460



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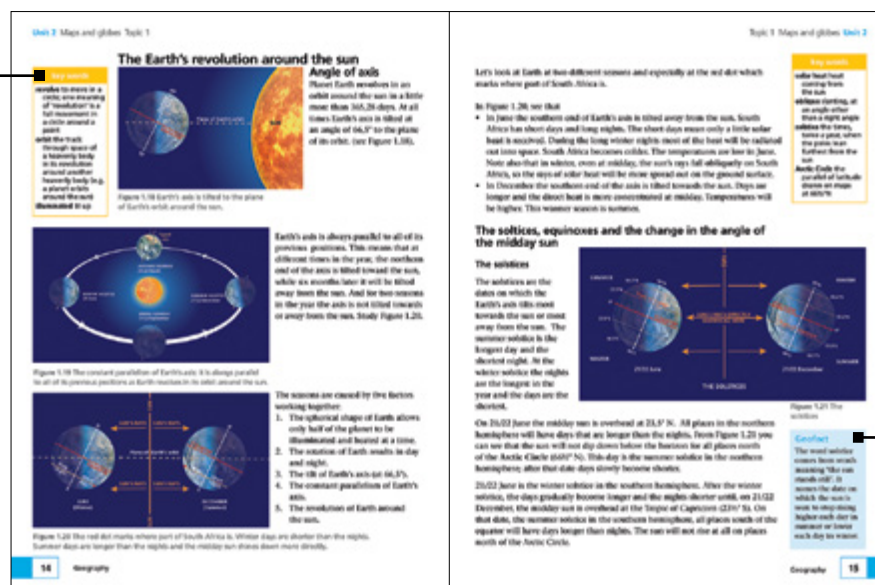
- The Learner's Book is suitable for all learning styles and abilities, with content presented in a step-by-step format.
- It contains several activities that will enable learners to apply their knowledge, test their skills and challenge themselves.
- Detailed and colourful illustrations and maps, as well as photographs, help learners to understand concepts.

Components

- Learner's Books
- Teacher's Guides, which include a **FREE** book of photocopiable worksheets

Keyword boxes define new and difficult words

Geofact boxes provide additional learner support



TODAY Technology



- Technology *TODAY* is easy to use, as content is presented in a clear format, using simple language to enhance conceptual understanding.
- Enabling tasks provide opportunities for learners to apply their knowledge and skills.
- Additional features such as *keyword* boxes, *safety* boxes, *did you know?* boxes and case studies provide further support and stimulate interest.

Components

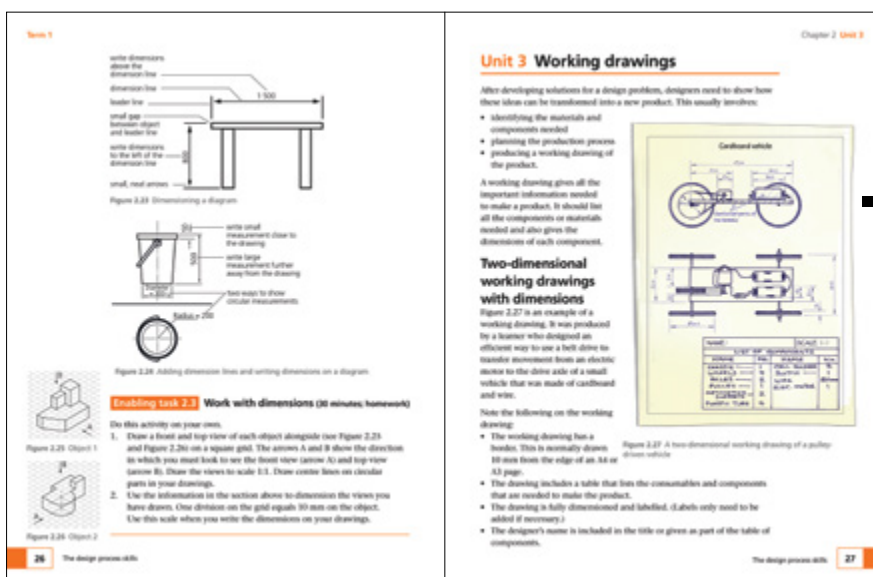
- Learner's Books
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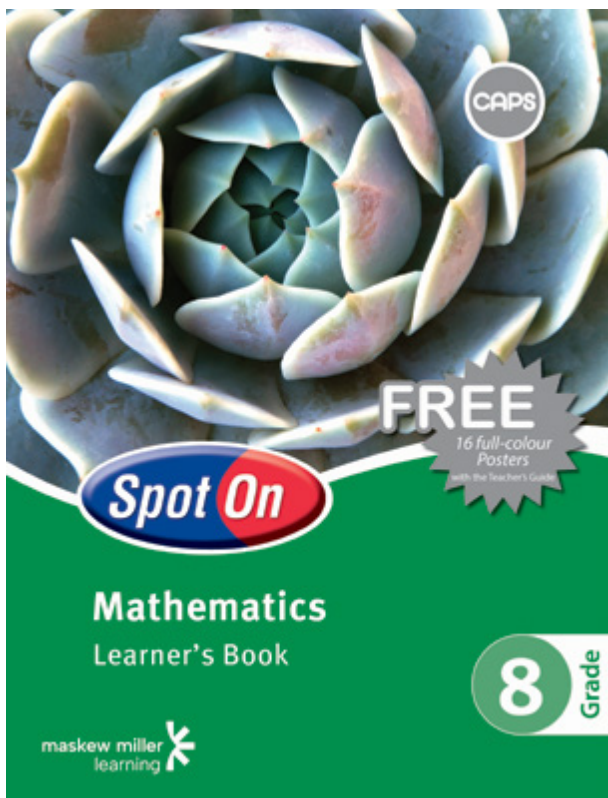


Activities
provide
opportunities
for consolidation
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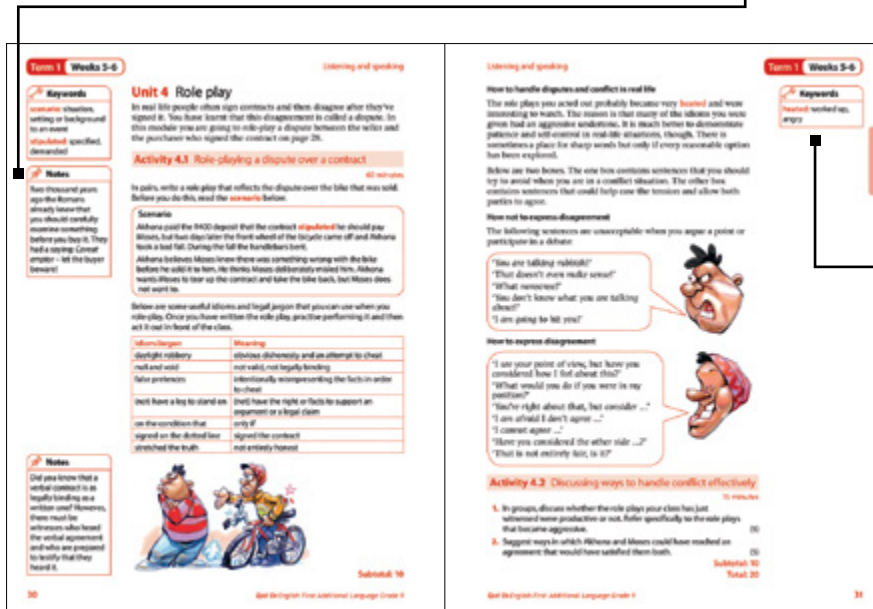
Keyword boxes define unfamiliar words



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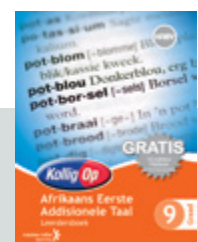
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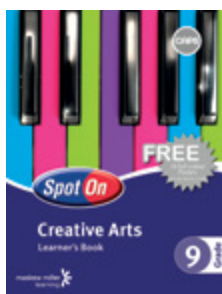


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Spot On Creative Arts



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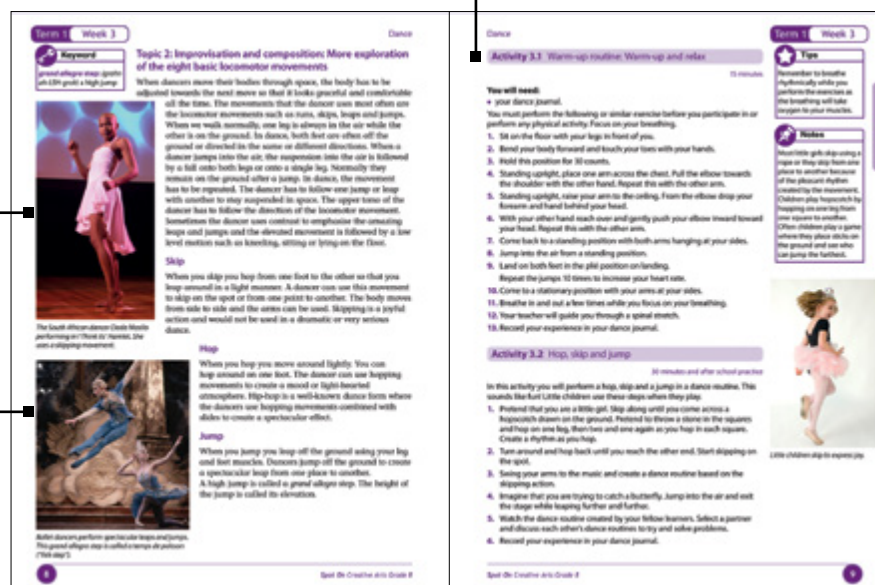
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Components

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- Teacher's Guides, which include 16 **FREE** full-colour posters

Activities
test learners'
knowledge

Colourful
photographs
stimulate learner
interest



Spot On Economic and Management Sciences



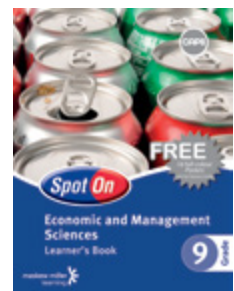
- The content is divided into a clear structure, and information is presented in simple language for complete understanding.
- Additional support, such as *keyword*, *extension* and *tip* boxes, and case studies, is provided to encourage learner participation.
- Annotated illustrations and colourful illustrations enhance learners' understanding.

Components

- Learner's Books
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ISBN 9780796235336

Keyword
feature
explains new
terms

Activities provide
opportunities for
consolidation and
practice

Unit 3 Cash transactions of a retail business

What is a retail business?

A retail business is a business that buys products from suppliers and sells it to its customers at a higher price to make a profit. The products sold can range from specialty products to many different kinds of products in the same store.

Cash Receipts Journal of a retail business

In Unit 1 you learnt that cash receipt transactions are recorded in a CRJ.

A retail business differs from a service undertaking in that it keeps Trading stock at Cost price and resells it at selling price to make a profit. When dealing with a retail business you have to be able to record the transactions, as well as calculate the Cost price and selling price of items sold. The primary income that a retailer receives will be from sales. There are other options for income as well, namely rent income and interest received.

The following formula illustrates the link between Cost price, Cost of sales and gross profit:

$$\text{Cost of sales (COS)} = \frac{\text{mark-up \%}}{100} \times \text{Selling price (SP)}$$

The business normally uses a fixed percentage mark-up that is added to the Cost price of the items. If the mark-up is 30% at all times, it can be illustrated as follows:

	CP (COS)	100%
CP (mark-up)	100	130%
SP	100	130%

If an item is bought for R200 and sold for R260, the percentage mark-up can be calculated as follows:

$\frac{60}{200} \times 100 = 30\%$	Gross profit = 60
	Cost of sales = 200

Keywords

Cost price (CP): the price that the retailer pays for the items when bought from the supplier, also called the Cost of sales (COS)

Selling price (SP): the price the retailer sells the goods for after a percentage mark-up has been added

Calculating Cost price and Selling price

Notes

You will need a calculator to calculate Cost price and selling price.

Formula to calculate Selling price:

$$CP \times \frac{100 + \text{mark-up \%}}{100} = SP$$

Example:

Calculate the selling price of an item if the Cost price is R700 and the mark-up is 25%.

$$700 \times \frac{100 + 25}{100} = \frac{875}{100} = 875 \text{ (SP)}$$

Formula to calculate Cost of sales (Cost price):

$$SP \times \frac{100}{100 + \text{mark-up \%}} = CP$$

Example:

Calculate the Cost of sales of an item if the selling price is R2 198 and the mark-up is 40%.

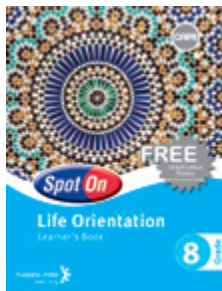
$$2\,198 \times \frac{100}{100 + 40} = \frac{1571}{140} = 1122 \text{ (CP)}$$

Activity 3.1 Calculate the following

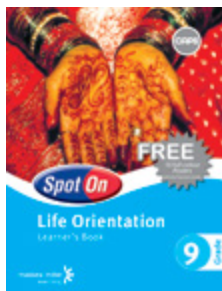
Calculate the missing amounts:

Cost price / Cost of sales	Selling price	Mark-up %
4000	45	11%
8750	90	31,3%
45	8880	100%
45	87 400	60%
85 900	45	100%

Spot On Life Orientation



ISBN 9780796235527



ISBN 97807962357

- The Learner's Book provides a clear structure, presenting information in simple language for complete understanding.
- *Keyword* boxes define unfamiliar words, and *notes*, *fun facts* and *tip* boxes enhance learning and encourage critical thinking.
- Fun and colourful illustrations enhance learners' understanding and stimulate their interest.

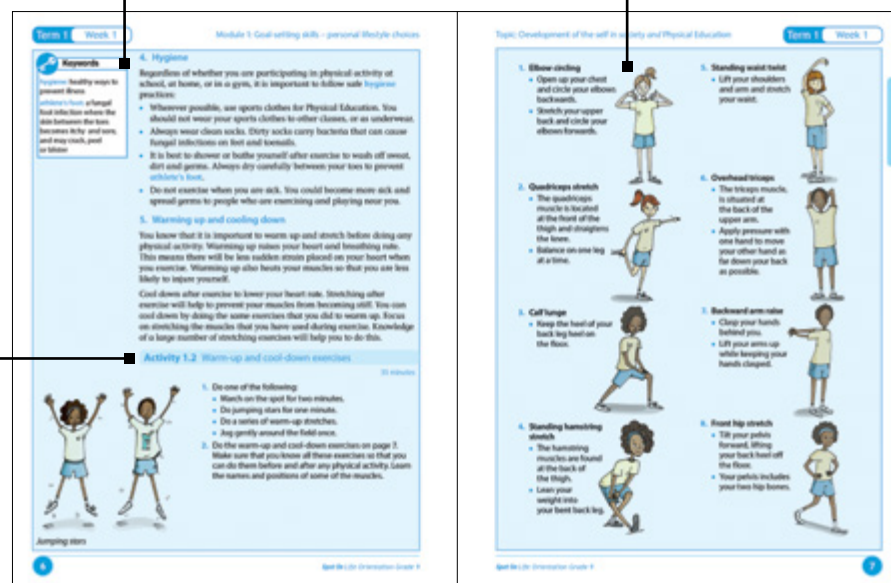
Components

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- Teacher's Guides, which include 16 **FREE** full-colour posters

Keyword
feature explains
new terms

Colourful
pictures
stimulate
learner
interest

Activities
provide
opportunities
for consolidation
and practice





Spot On Mathematics

- The Mathematics content is divided into a clear structure, and information is presented in simple language for complete understanding.
- There are many activities for learners to test their knowledge and apply their mathematical skills.
- Worked examples with solutions enhance learner understanding and *tip* and *note* boxes provide additional information.

Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters

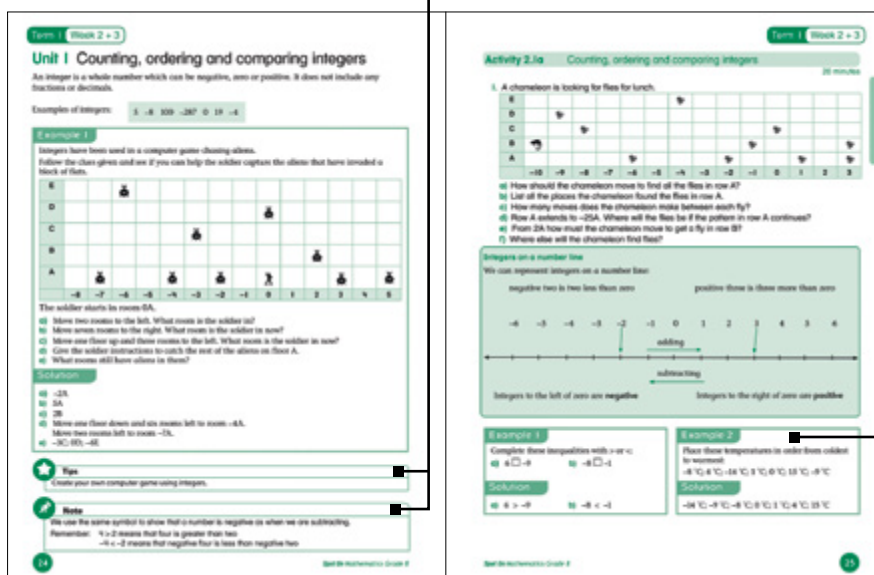


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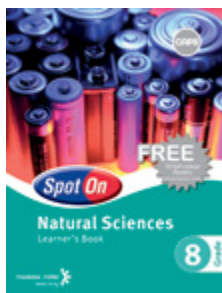
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Tip and Note
boxes encourage
learner
participation

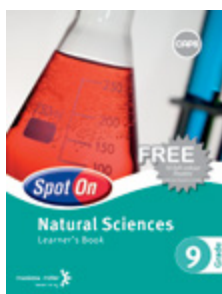


Examples
with solutions
enhance learner
understanding

Spot On Natural Sciences



ISBN 9780796235367



ISBN 9780796235398

- The content is divided into units and information is presented in simple language for complete understanding.
- Activities test learners' knowledge and give them an opportunity to practise their skills. Revision activities provide informal assessment opportunities.
- *Keyword, tip, note* and *safety* boxes provide language support and additional information.

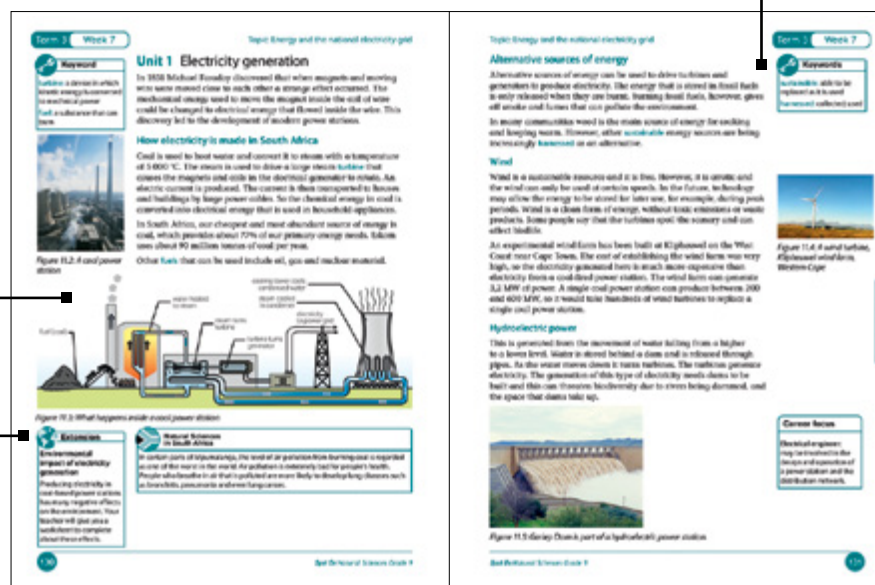
Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters

Annotated diagrams enhance learner understanding

Extension and fun fact boxes take the learner beyond the classroom

Keyword boxes define unfamiliar words





Spot On Social Sciences

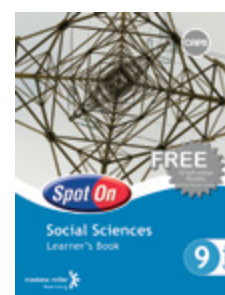
- The Learner's Book provides several activities to test learners' knowledge and give them an opportunity to apply their skills.
- Keyword boxes define unfamiliar words, and *note*, *fun fact* and *tip* boxes encourage critical thinking.
- Annotated illustrations, detailed maps and colourful photographs enhance learners' understanding.

Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters



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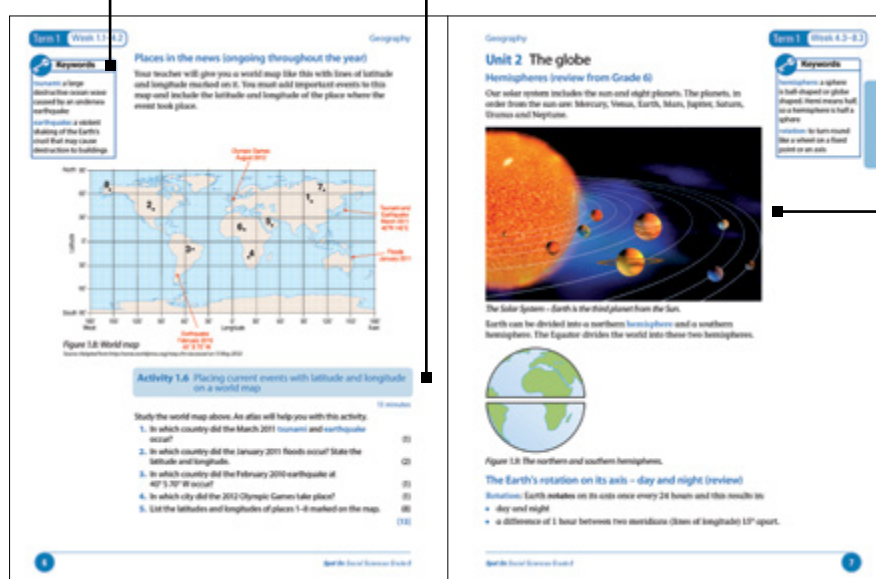


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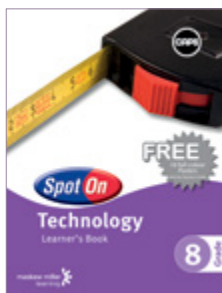
Keyword
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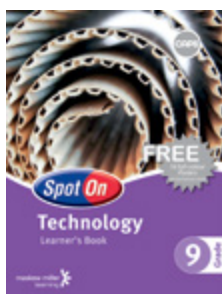
Colourful
pictures
stimulate learner
interest



Spot On Technology



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- The content is divided into a clear structure, and information is presented in simple language for complete understanding.
- Additional support, such as *keyword*, *tip* and *career focus* boxes, provides additional information and encourages learner participation.
- There are many activities for learners to test their knowledge and apply skills taught.

Components

- Learner's Books
- Teacher's Guides, which include 16 **FREE** full-colour posters

Activities with time allocations help plan class time and homework

Annotated diagrams enhance learner understanding

Unit 2 Investigate Ohm's Law

Ohm's Law quantitatively

If you look at an electrochemical cell, you will notice that it has a voltage measurement on it, for example 1.5 V or 9 V, indicating 1.5 volts or 9 volts. Voltage is like a force that is pushing the electrons in a circuit, causing them to move. Voltage is also known as potential difference because it is a measure of the difference in potential energy between two points. Voltage must always be measured across two different points, which is why a voltmeter must be connected in parallel.

Electric current is a measure of the strength of the electric charge or flow of electrons that is flowing through an electric circuit. Current is measured in amperes, abbreviated to amps, using the symbol I .

Resistance is a measure of how much the electric current is being resisted or slowed down. Resistance is measured in ohms, named after Georg Ohm, who discovered an important relationship.

Ohm discovered that if the voltage in a circuit is increased, then the current will also increase if the total resistance remains constant.

Testing Ohm's Law practically

To test Ohm's Law, you are going to set up a circuit consisting of a lamp, conducting wires, voltmeter, ammeter and series battery. You will start with just one cell in the battery and then you will add a second cell. Then a third cell in series. You will record your readings from the voltmeter and the ammeter as you add cells to the battery.

Use a voltmeter to measure voltage in the circuit. The voltmeter must be connected in parallel, because it is measuring the potential difference across two points. Use an ammeter to measure the current strength. An ammeter must be connected in series, because it is measuring the strength of the current passing through it at a particular point of the circuit.

Quantity	Symbol	Unit of measurement	Unit abbreviation
Voltage (or potential difference)	V	volt	V
Current (or amperage)	I	ampere (amp)	A
Resistance	R	ohm	Ω

Figure 4.1: Circuit diagram of the investigation to test Ohm's Law

Figure 4.2: Circuit diagram of the investigation to test Ohm's Law

Practical activity 2.1 Conduct action research to test Ohm's Law

You will need:

- three cells
- battery box that can accommodate up to three cells
- conducting wire
- lamp
- ammeter
- voltmeter

Set up the circuit as in the Figure 4.1 on page 12. First use only one cell, record your readings, then add a second cell in series, record your readings, and then add the third cell in series and record your readings.

1. Record the readings into your worksheet and record your readings (remember your units).

	Voltmeter reading (volts)	Ammeter reading (current strength)
One cell		
Two cells		
Three cells		

2. Resistance must be kept constant during this investigation.

a) Explain how you kept the resistance constant in this investigation.

b) Explain why it is necessary to keep resistance constant.

3. Plot the readings on a line graph to show the relationship between current strength and voltage.

4. What can you conclude about the relationship between potential difference (voltage) and current strength?

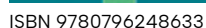
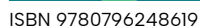
Career focus

Power plant operation These industries are responsible for controlling and generating electricity for power generating plants. They use different methods to generate electricity: wind, solar, hydro, nuclear, and fossil fuels. They have a lot of knowledge about the science of electricity and how it is generated. They also have a lot of knowledge about the science of power plants. They are responsible for the safety of the power plants and the people who work in them. They are also responsible for the maintenance of the power plants and the equipment used in them. They are also responsible for the training of the people who work in them. They are also responsible for the research and development of new power generating technologies.



“ *Spot On* made a great difference in my classroom. Each topic is well outlined and the learners love the helpful illustrations, notes and activities. I like that it includes planning, assessment tasks and tips for breaking barriers to learning. I now enjoy teaching my subject and my learners enjoy being taught.

Confidence Motlakwe, teacher, Tawana Primary School, Free State



- Khetha... Incwadi yolwimi egxininisa kakhulu kwigrama.
- Khetha... Incwadi yolwimi egxininisa ekwakhiweni kwezakhono zolwimi.
- Khetha... Incwadi yolwimi egxininisa nasekulungiseleleni uviwo.
- Khetha... Incwadi yolwimi enezicatshulwa zokufundwayo ezongezelelweyo.
- Khetha uKwaXhosa Zibenza Zibutya, enkqenqeza phambili yabo bonke otitshala.

- Learner's Books
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- Teacher's Guides

Content
linked to
the reader

Detailed assessment tools

MATHS YEAR 11

UNIT 11: DISCRETE MATHEMATICS AND PROBABILITY

Icandelo 1: Ukuphulaphula nokuthetha

Isigama

Faka isingxelo eka magama abandayo encwadini yakho yingama: *ophawo, igalelo, ingqubo*.

Shula onke la magama encwadini yakho.

Iisicatshulwa esiphulaphulwayo

Fundani amagama abawugqina kuno neenqanaba zazo ze nithetha ngencwadini ezibonakayo.

UMSEBENZENZI 1.1 Masiphulaphule

Phulaphula utitshala eka kufundela iintetho ayibichuleyo ezibonakayo ngomntuwa (iMacdonald) obhaleko lwakunzi eNgwenyeni nomndalo apho ababekeli lwatlangatanga-ebhalekayo ababekeli.

- Tononi ngomgqaso zentetho-ebhalekweyo.
- UChonga nokutshala ukutshatshatshala ebhalekweyo.
- UChonga nokutshala ngomgqaso ebhalekweyo.
- Fundani iintetho ezibonakayo ebhalekweyo ze nati ubaba nina kubawo nini ezika kubhalekweyo.
- Thabani amagama ezintetho ebhalekweyo xa utitshala ebhalekweyo.

UMSEBENZENZI 1.2 Iisicatshulwa esiphulaphulwayo

Imikhombe iyatshabalala, ngandani!

Phendula imibuzo

1. Oka dwebane lwentetho belawulwa ngabani? *Ph!*
2. Imikhombe ibhekisa ngantoni?
3. Chona indlela yenkimbinkimbe ekuhambeni kwabo abantshaba.
4. Ngomgqaso amandla ophandloli ngomgqaso ngika nika kula mthetho?
5. Ingaba veve njani emva kokomela le mthetho? Nika isintsho sokwabela lwetha.
6. Tintoni eyenza ubaba imikhombe eke ngamathetha akula kubantsheli?
7. Abantu ababekeli eke rwebanywa ngomgqaso njani?
8. Ucinga ubaba ingabhekisa njani imikhombe akuse ingqopheli?
9. Ucinga ubaba ingaba ikhale ebhe xa imikhombe ibhekisa ukutshala ukutshala amandla?

10. Nika ibhekisi nika magqaso abantshaba, ubaba, lwetha, phandloli, kufuphi.

11. Sabelo onke eke "Imikhombe ezintetho abantshaba ezintetho ngomgqaso ebhalekweyo ebhalekweyo."

12. Nika iintetho ezintetho nika magqaso: *ingqubo, indlela, amandla, ukuphulaphula, ibhele*.

13. UMac, Macdonald utshetha ngomgqaso-ebhalekweyo, ingaba eke kintshala lwetha nini?

Iintetho ekuhambeniweyo

Khumbula: Iintetho ekuhambeniweyo bangaba ziyakutshala/ubukutshala/ubukutshala okanye ubhekisi/ubhekisi okanye ukula ebhalekweyo.

- Le mthetho ibhele ubaba okanye ukutshala ngomgqaso.
- Kubhekisa ubaba okanye ubhekisi abantshaba nina kubhekisi ngabo.
- Kwengqubo kubhekisa ukutshala/ubhekisi okanye ukuphulaphula ebhalekweyo nina kubhekisi ngabo.

Khumbula: eke kintshala ebhalekweyo xa ukutshala ebhalekweyo.

- Iintetho yakho magqaso kubhalekweyo ebhalekweyo.
- Ebhalekweyo kubhalekweyo ebhalekweyo.
- Chonga ingqubo ezintetho ezintetho ezintetho.
- Lungisa iintetho ezintetho ebhalekweyo.

UMSEBENZENZI 1.3 Ingxoxo yeqela

Xingamagqaso fanazi okanye ngomgqaso ezintetho ezintetho ebhalekweyo wotshala/ubhekisi. Umthetho-omandla, umthetho-ebhalekweyo, nika iintetho ezintetho ezintetho.

Khumbula: Ingqubo igqibizwa njani na. Makubhekisi-ubhalekweyo nina nina ngabo ubaba ezintetho ezintetho ngabo ngabo.

Ingaba ngomgqaso ezintetho ezintetho ezintetho ngomgqaso-ebhalekweyo.

Nanti indlela ezintetho ezintetho ngabo.

Ingqubo kubhalekweyo	Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)
Ubhekisi kubhalekweyo (Ubhekisi kubhalekweyo)	Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)
Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)
Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)
Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)
Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)
Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)
Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)
Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)
Ingqubo (30-7)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)	Ingqubo (14-1)

16

Iinkqubo Zibuka Zibuka Iinkqubo

Iinkqubo Zibuka Zibuka Iinkqubo

17

Afrikaans sonder grense

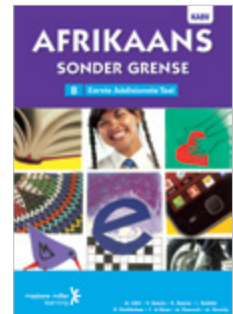
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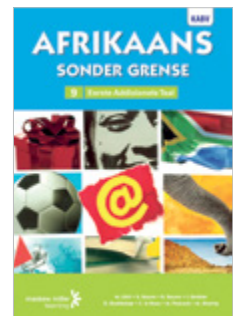
- Die kursus neem leerders kwartaal vir kwartaal deur die kurrikuluminhoud.
- Die lesreekse is rondom 'n verskeidenheid interessante leestekste opgebou om 'n verskeidenheid taalgebruike te illustreer.
- Die Leerderboek sluit af met 'n taalafdeling wat taalreëls, voorbeelde en oefeninge vir vaslegging, asook 'n voorbeeldvraestel, bevat.

Komponente

- Leerdersboeke
- Onderwysersgidse, wat 'n GRATIS werkboek vir remediëring en verryking insluit
- Leesboeke met 'n verskeidenheid tekste



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Sterk
klem word op
luister en praat,
leesvaardighede en
skryfontwikkeling
geplaas

Luister en praat

Prat: Prat oor 'n prent en las 'n raaisel op

Kyk na die prent en bespreek wat julle dink hier gebeur het. Prat oor hoe julle sou gevoel het as julle in die motor was.

Het jy gesien? Olsander is die grootste leëre op aarde.

Luister: Luister na 'n onderhoud

Pre-luister

- Jy gaan na 'n voorlesing luister van die onderhoud wat 'n lewensverslaggewer met Rico Beltrami, die bestuurder van die motor op die foto, groter het.
- Lees die vrae op bl. 135 sorgvuldig deur, want die sal jou help om vir die regte antwoorde te luister.
- Van jou onderwyser as jy 'n woord in 'n vraag nie verstaan nie.
- Jou onderwyser sal die teks twee keer voorlees.
- Skryf die vraagnommers onder mekaar op jou antwoordsblad neer.

Tydens luister

Skryf sleutelwoorde wat jy hoër, vinnig meer, maar sommige opvullende luister nie, anders hoër jy nie alles nie.

Na-luister

Voltooi die antwoorde nadat jy die tweede keer na die voorlesing gehoor het.

Week 3 van 4

Luister en praat

Vrae

1. Op watter datum en uur van die dag het die Beltrami's die ondervinding met die olifant gehad?
2. **Waar of Onwaar?** Die olifant het albei sy voertjies op die motor gesit.
3. Wie het vir Rico Beltrami gesê hy moet die motor se vinnig stelsel?
4. Omgewoos hoe lank het die olifant by die Beltrami's se motor gebly?
5. Op watter manier het die Beltrami's 'n foto van die gebeurtenis gely?
6. Hoe weet jy dat daar shade aan die motor was?

Raaisel

Denk in gere soos aan 'n oplossing vir hierdie raaisel.

Hoe kom is olifante so **gebrek** (breast)?

Kyk of julle nog grootvader het. Hier is die deurmekaargeskomme antwoorde vir die raaisel sa **veel** woorde.

[ad klomms en hul et ligit]

[Ringslank die letters in die woorde korrek om die antwoord te lees.]

Taalreëls en -oefeninge

Taal in konteks: Direkte en indirekte rede

Lees die streek en voer die opdragte uit.

(Van Die Burger, 21 Augustus 2005, bl. 17)

Skryf hierdie sinne oor in die **indirekte rede**.

1. "Die olifant staan van aan die sleep op my stert," sal die bobbejaan.
2. Die leen vra: "Het hy lank gestaan?"
3. Die bobbejaan antwoord: "Sker in dag of twee."
4. **Watter leestekens** wat in die direkte rede gebruik word, word nie in die indirekte rede gebruik nie?

13. Olifant

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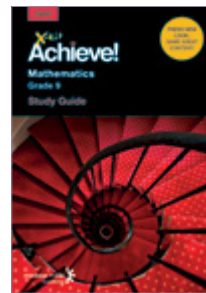
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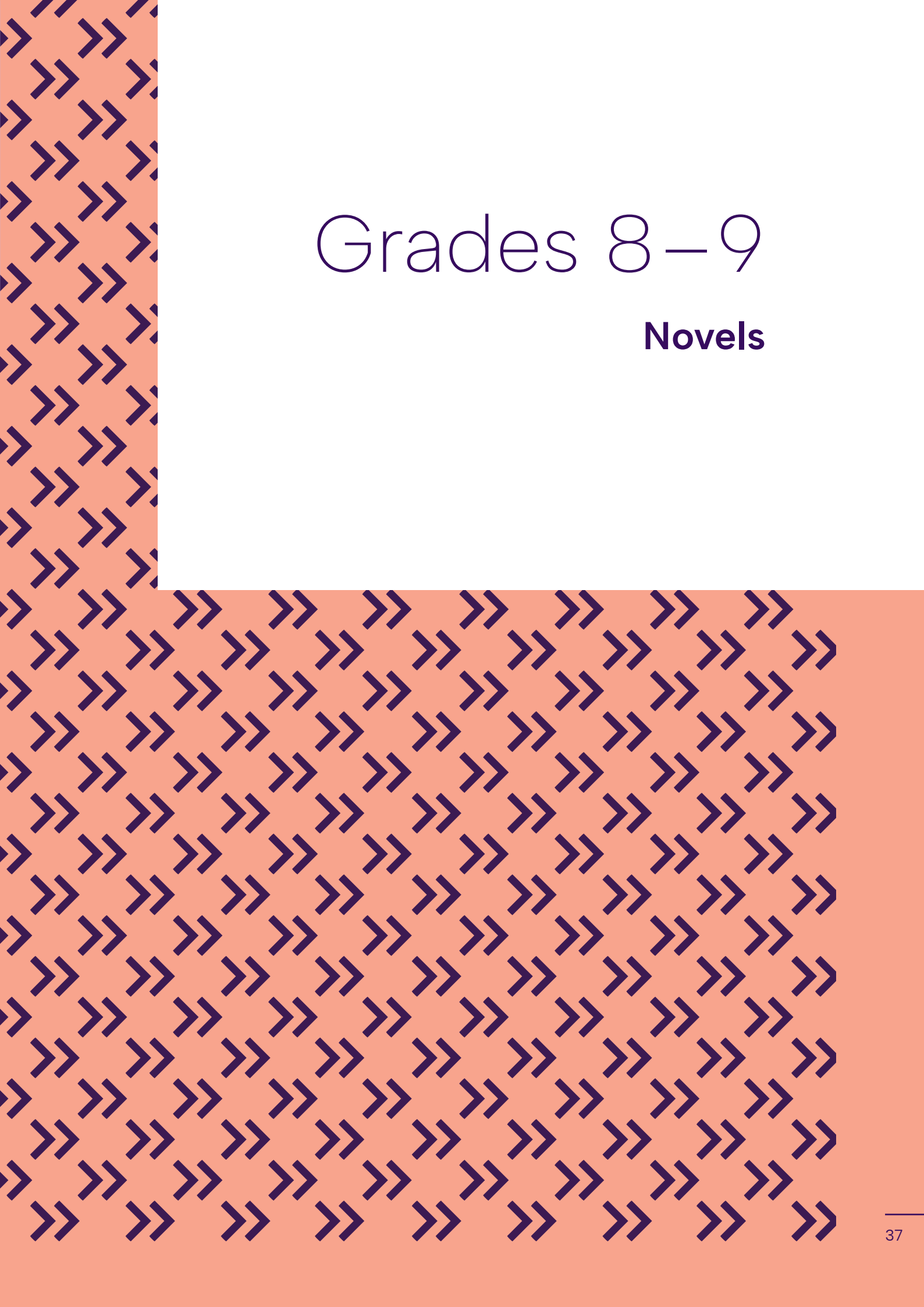
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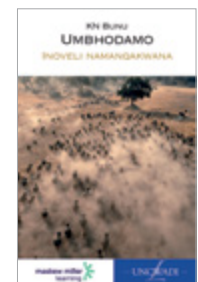


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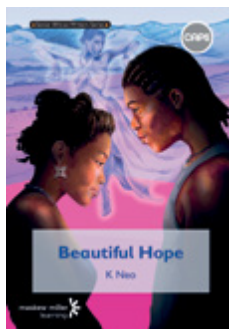
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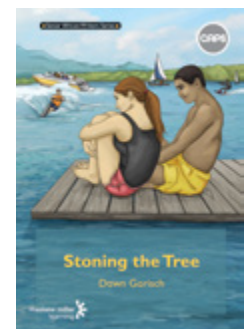
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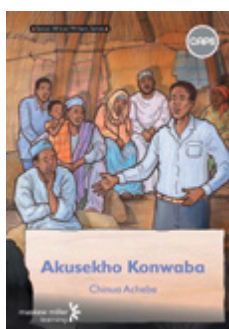
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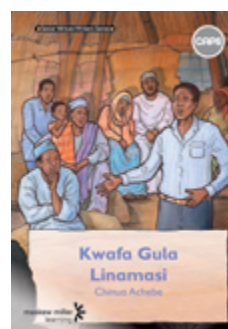
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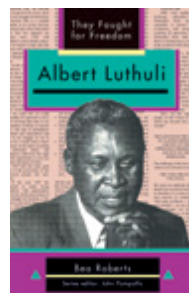
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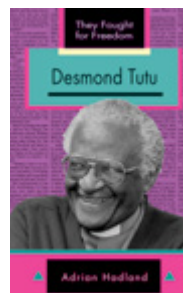
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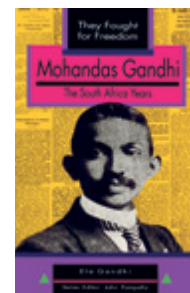
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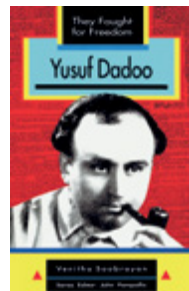
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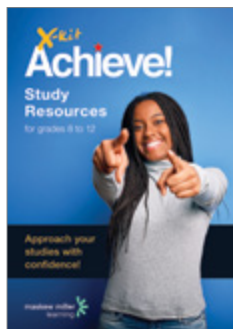
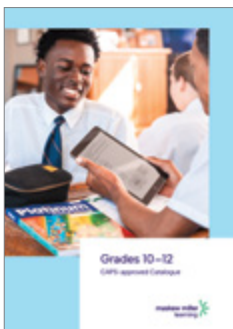
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