SERVICES SETA BURSARIES BURSARY APPLICATION FORMS 2017

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Services SETA Bursaries: Frequently Asked Questions and Bursary Application Forms 2017

What is the Services SETA?

The Services Sector Education and Training Authority (Services SETA) is a statutory body established by the South African government to develop and regulate training and skills development within the services sector. One of its key mandates is to provide financial assistance to qualifying individuals through bursaries.

Who can apply for Services SETA bursaries?

Bursaries are available to South African citizens or permanent residents who meet the following criteria:

- Enrolled in or intend to enroll in a full-time undergraduate or postgraduate qualification at an accredited South African institution
- Studying in a field relevant to the services sector
- Demonstrating financial need

What benefits do Services SETA bursaries offer?

Bursaries cover the following costs:

- Tuition fees
- Accommodation

- Textbooks
- Living expenses

How do I apply for a Services SETA bursary?

To apply for a bursary, you will need to complete and submit the official bursary application form. The application forms for the 2017 intake are expected to be available in May 2017.

Where can I find the bursary application forms?

The bursary application forms will be available for download from the Services SETA website: www.servicesseta.org.za.

Soal dan Pembahasan OSN Matematika SMA 2013

Soal 1:

Diketahui fungsi $f(x) = x^3 - 3x^2 + 2x + 1$. Tentukan nilai minimum dan nilai maksimum fungsi f(x) pada interval [0, 2].

Pembahasan 1:

1. Cari turunan pertama dari f(x): $f'(x) = 3x^2 - 6x + 2$
2. Tentukan titik kritis dengan mencari nilai x yang membuat f'(x) = 0:
    - $3x^2 - 6x + 2 = 0$
    - $(3x - 1)(x - 2) = 0$
    - x = 1/3 atau x = 2

3. Evaluasi nilai f(x) pada titik kritis dan titik batas interval:
    - f(0) = 1
    - f(1/3) = 2,429
    - f(2) = 3

4. Nilai minimum adalah 1 dan nilai maksimum adalah 3.

Soal 2:

Tiga buah lingkaran dengan jari-jari 1 cm, 2 cm, dan 3 cm disusun sedemikian rupa sehingga lingkaran yang paling kecil berada di dalam lingkaran yang lebih besar dan seterusnya. Tentukan luas daerah yang tidak termasuk dalam lingkaran mana pun.

Pembahasan 2:

1. Luas daerah yang tidak termasuk dalam lingkaran terkecil adalah luas lingkaran tengah dikurangi luas lingkaran terkecil: ?(2²) - ?(1²) = 3? cm²
2. Luas daerah yang tidak termasuk dalam lingkaran tengah adalah luas lingkaran besar dikurangi luas lingkaran tengah: ?(3²) - ?(2²) = 5? cm²
3. Luas daerah yang tidak termasuk dalam lingkaran mana pun adalah jumlah dari kedua luas daerah di atas: 3? + 5? = 8? cm².

Soal 3:

Terdapat 5 bilangan bulat positif yang berbeda. Jumlah dari 3 bilangan terkecil adalah 15, sedangkan jumlah dari 3 bilangan terbesar adalah 21. Tentukan jumlah dari kelima bilangan tersebut.

Pembahasan 3:

1. Misalkan bilangan-bilangan tersebut adalah a, b, c, d, dan e, dengan a < b < c < d < e.
2. Dari informasi yang diberikan, kita memiliki:
   - a + b + c = 15
   - d + e + c = 21

3. Jumlah dari kelima bilangan tersebut adalah:
   - a + b + c + d + e = (a + b + c) + (d + e + c)
   - = 15 + 21
   - = 36

Soal 4:

Diberikan fungsi g(x) = (x - 1)(x² - 2x + 3). Tentukan nilai minimum dari g(x) pada interval [-1, 3].

Pembahasan 4:

1. Cari turunan pertama dari g(x): g'(x) = 3x² - 8x + 4
2. Tentukan titik kritis dengan mencari nilai x yang membuat g'(x) = 0:
   - $3x^2 - 8x + 4 = 0$
   - $(3x - 2)(x - 2) = 0$
   - x = 2/3 atau x = 2

3. Evaluasi nilai g(x) pada titik kritis dan titik batas interval:
   - g(-1) = -2
   - g(2/3) = -1,944
   - g(2) = 0
   - g(3) = 8

4. Nilai minimum adalah -2,944, yang terjadi pada x = 2/3.

Soal 5:

Terdapat sebuah kubus dengan panjang rusuk 10 cm. Pada setiap titik sudut kubus dibuat sebuah bola dengan diameter 4 cm. Tentukan volume bagian kubus yang tidak termasuk dalam bola-bola tersebut.

Pembahasan 5:

1. Volume kubus adalah 10³ = 1000 cm³.
2. Volume satu bola adalah 4/3?(2²) = 33,49 cm³.
3. Volume 8 bola adalah 8 × 33,49 = 267,92 cm³.
4. Volume bagian kubus yang tidak termasuk dalam bola-bola tersebut adalah ????? kubus - volume 8 bola = 1000 cm³ - 267,92 cm³ = 732,08 cm³.

Understanding "Technical English 1 Workbook" by David Bonamy

Paragraph 1:

Question: What is the primary purpose of "Technical English 1 Workbook" by David Bonamy?

Answer: The workbook aims to enhance students' proficiency in technical English, specifically for those in science, engineering, and technology fields.

Paragraph 2:

Question: What are the key features of this workbook?

Answer: The workbook offers a comprehensive approach to technical English, covering grammar, vocabulary, writing, reading comprehension, and listening skills. It includes interactive exercises, real-world examples, and revision sections.

Paragraph 3:

Question: Who is the intended audience for this workbook?

Answer: The workbook is designed for intermediate-level English language learners who require strong technical English skills in their academic or professional settings. It is particularly beneficial for students in fields such as engineering, computer science, and medicine.

Paragraph 4:

Question: How is the workbook structured?

Answer: The workbook consists of 20 units, each focusing on a specific aspect of technical English. Units include topics such as technical vocabulary, verb tenses, writing scientific reports, and understanding technical drawings.

Paragraph 5:

Question: What are some of the advantages of using "Technical English 1 Workbook"?

Answer: The workbook helps students develop a strong vocabulary in technical fields, improve their writing and reading skills, and enhance their ability to understand and communicate complex technical concepts in English. It also provides ample practice and opportunities for self-assessment.

Transformative Leadership in Education: Equitable Change in an Uncertain and Complex World

In her book "Transformative Leadership in Education: Equitable Change in an Uncertain and Complex World," published in 2012, Carolyn M. Shields explores the role of leaders in driving equitable and transformative change within education systems. Here are five key questions and answers based on her work:

Q1: What is transformative leadership in education? A: Transformative leadership involves inspiring and empowering stakeholders to work together in creating sustainable and equitable changes in educational contexts. It emphasizes fostering critical thinking, collaboration, and inclusivity to address complex challenges.

Q2: How can transformative leaders promote equitable change? A: By recognizing and dismantling systemic barriers, valuing diversity, and empowering marginalized voices. Transformative leaders create inclusive environments where all students have equal opportunities to succeed and achieve their full potential.

Q3: What are the challenges faced by transformative leaders in education? A: Uncertain and complex environments, societal resistance to change, and biases that perpetuate inequities. Transformative leaders must navigate these challenges with resilience, adaptability, and a strong commitment to justice.

Q4: How can uncertainty and complexity influence transformative leadership? A: Uncertainty and complexity can both hinder and facilitate transformative leadership. They can create opportunities for innovation and rethinking, but also pose challenges in predicting outcomes and fostering stability. Transformative leaders must embrace uncertainty and adapt their strategies accordingly.

Q5: What specific actions can transformative leaders take to create equitable change? A: Shields suggests actions such as conducting needs assessments, engaging in collaborative planning, developing inclusive policies, empowering teachers, and fostering student agency. These actions aim to create a more just and equitable education system where all students can thrive.

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