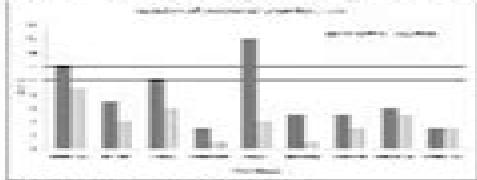


Grade12 Mathematical Literacy: Memorandum Paper 2

- 1.1.1 Plus 94 Research ✓ ✓ 2
- 1.1.2 The newspaper is referencing its source of information ✓ ✓ 2
- 1.1.3 $\% \text{ of population} = \frac{7\,000}{23\,181\,997} \text{ as a \%}$ ✓ ✓ 4
- $= 0,03\%$ ✓ ✓
- 1.2.1 Predicted $\% = 60\%$ ✓
- Actual $\% = \frac{11\,620\,748}{17\,680\,729} \text{ as a \%}$ ✓ ✓ 4
- $= 65,9\%$ ✓
- 1.2.2 It means that the DA will get the most votes but will not get more than 50% of the votes. This means that they will not be completely in charge. ✓ ✓ 4
- Actual $\% = \frac{22}{42} \text{ as a \%}$ ✓
- $= 52,4\%$ ✓
- 1.2.3 It means that they predict that COPE will get the second highest number of votes in those particular provinces and hence the second highest number of seats. ✓ ✓ 4
- COPE became the official opposition in only 4 of the predicted provinces namely the Eastern Cape, Free State, Limpopo and Northern Cape. In the North West Province, they share this position with the DA and in the Mpumalanga the DA is the official opposition. ✓ ✓ ✓
- 1.3.1  5
- ✓ ✓ ✓ ✓ ✓ graph correct
- 1.3.2 COPE did not do as well as had been predicted. ✓ 5
- The graph shows that except for the Western Cape where the predicted number of seats and the actual number of seats is the same, in all the other provinces the predicted result is more than the actual number of seats. In three of the provinces namely KwaZulu-Natal, Limpopo and Mpumalanga the predicted result was significantly more than the actual number of seats. ✓ ✓ ✓
- 1.4 The predicted results anticipated that COPE would do much better than it did. They predicted that this would result in the ANC getting fewer votes than it actually did get. In the Western Cape they predicted that the ID would do much better than it did which meant that the ANC and the DA did better than was predicted. The result was that the DA did get above 50% of the votes in the Western Cape. This survey gave the impression that the rise of COPE would make a big difference to the number of votes that the ANC would get. The sample that they used to obtain their data was only 0,03% of the voting population, which is a very small sample and hence could have given a skewed opinion. The newspaper does not say in which province(s) the sample was taken from. ✓ ✓ ✓ ✓ ✓ 5
- 2.1.1 R83 900 ✓ ✓ 2
- 2.2.1 There is no deposit needed ✓ ✓ 2
- 2.2.2 $R1\,399 + R57 = R1\,456$ ✓ ✓ ✓ 3
- 2.2.3 $60 \times R1\,456 = R87\,360$ ✓ ✓ ✓ 3
- 2.2.4 $R34\,399$ ✓ 1
- 2.2.5 Total cost $= R87\,360 + R34\,399$
- $= R121\,759$ ✓
- Total cost in advert $= R121\,753,81$ ✓
- This tiny difference is almost certainly the result of rounding ✓ ✓ 4
- 2.3.1 Principal debt $= R88\,040$ ✓
- Number of years $= 5$ ✓
- Interest rate $= 9,5\%$ ✓
- Repayment factor $= 21,00$ ✓
- Monthly installment $= \frac{R8\,080}{1\,000} \times 21,00$ ✓ 5

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An Age of Accountability John L. Rury, 2023-10-13 An Age of Accountability highlights the role of test based accountability as a policy framework in American education from 1970 to 2020 For more than half a century the quest to hold schools and educators accountable for academic achievement has relied almost exclusively on standardized assessment The theory of change embedded in almost all test based accountability programs held that assessment with stipulated consequences could lead to major improvements in schools This was accomplished politically by proclaiming lofty goals of attaining universal proficiency and closing achievement gaps which repeatedly failed to materialize But even after very clear disappointments no other policy framework has emerged to challenge its hegemony The American public today has little confidence in institutions to improve the quality of goods and services they provide especially in the public sector As a consequence many Americans continue to believe that accountability remains a vital necessity even if educators and policy scholars disagree

Thinking and Acting Systemically Alan Daly, Kara Finnigan, 2016-05-19 This volume argues that districts are important as a lever for change given the limited success of school by school efforts Policies that focus on skill development recognize and support performance create opportunities for collaboration build leader capacity and create networks of knowledge sharing hold great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it away from blame and toward complex systems change

PISA 2015 Assessment and Analytical Framework Science, Reading, Mathematic and Financial Literacy OECD, 2016-04-19 What is important for citizens to know and be able to do The OECD Programme for International Student Assessment PISA seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills

PISA 2015 Assessment and Analytical Framework Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving OECD, 2017-08-31 What is important for citizens to know and be able to do The OECD Programme for International Student Assessment PISA seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills

Handbook of Human and Social Conditions in Assessment Gavin T. L. Brown, Lois R. Harris, 2016-06-23 The Handbook of Human and Social Conditions in Assessment is the first book to explore assessment issues and opportunities occurring due to the real world of human cultural historical and societal influences upon assessment practices policies and statistical modeling With chapters written by experts in the field this book engages with numerous forms of assessment from classroom level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions A unique and timely contribution to the field of Educational Psychology the Handbook of Human and Social Conditions in Assessment is written for researchers educators and policy makers interested in how social and human complexity affect assessment at all levels of learning Organized into four sections this volume examines assessment in relation to teachers

students classroom conditions and cultural factors Each section is comprised of a series of chapters followed by a discussant chapter that synthesizes key ideas and offers directions for future research Taken together the chapters in this volume demonstrate that teachers test creators and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes

Knowledge, Curriculum and Equity Brian Barrett,Ursula Hoadley,John Morgan,2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data Knowledge Curriculum and Equity Social Realist Perspectives contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all **Resources in Education** ,1981-10

Handbook for Achieving Gender Equity Through Education Susan S. Klein,Barbara Richardson,Dolores A. Grayson,Lynn H. Fox,Cheris Kramarae,Diane S. Pollard,Carol Anne Dwyer,2014-05-22 First published in 1985 the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven

chapters on African Americans Latina/os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women's and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women's and gender study faculty students and parents

Engaging Ideas John C. Bean, Dan Melzer, 2021-06-09 Use your course's big ideas to accelerate students' growth as writers and critical thinkers The newly revised third edition of Engaging Ideas delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions This new edition of the celebrated book now written by the co author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your courses subject matter You'll learn how to Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media multimodal genres and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions simulation games classroom debates and interactive lectures The reward of this book is watching students come to class better prepared more vested in the questions your course investigates more apt to study purposefully and more likely to submit high quality work Perfect for higher education faculty and curriculum designers across all disciplines Engaging Ideas will also earn a place in the libraries of graduate students in higher education

Psychoeducational Assessment of Preschool Children Vincent C. Alfonso, Bruce A. Bracken, Richard J. Nagle, 2020-05-04 Psychoeducational Assessment of Preschool Children Fifth Edition provides academics and school based practitioners such as psychologists speech language pathologists and social workers with an up to date guide to the assessment of young children Long recognized as the

standard text and reference in its field this comprehensive skill building overview is organized into four sections foundations ecological assessment assessment of developmental domains and special considerations Chapters written by recognized scholars in the field cover theory research and application This thoroughly revised new edition addresses current developments in preschool assessment new policies and legislation and student family population demographics

Assessing Writing to Support Learning Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education

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