

Grade 12 Mathematical Literacy: Question Paper 1

MARKS: 150

TIME: 3 hours

QUESTION 1

- 1.1 On a given day, the bank advertises the Rand : Euro exchange rate as 1 : 0,0868.
How many Euros can you buy with R 5 000,00 on this day? (3)
- 1.2 A house plan is drawn using a 1 : 75 scale
1.2.1 The front door is 2,4 cm tall on the plan. How tall is the door in reality? (3)
1.2.2 The plot of land on which the house is being built is 14 m wide. What is the corresponding length on the plan? (3)
- 1.3 The conversion table below is used to convert between the shoe sizes of different systems. Refer to this table to answer the questions that follow.

System		Sizes												
Europe		35	35½	36	37	37½	38	38½	39	40	41	42	43	44
Japan	M	21,5	22	22,5	23	23,5	24	24,5	25	25,5	26	26,5	27,5	28,5
	W	21	21,5	22	22,5	23	23,5	24	24,5	25	25,5	26	27	28
U.K.	M	3	3½	4	4½	5	5½	6	6½	7	7½	8	8½	10
	W	2½	3	3½	4	4½	5	5½	6	6½	7	7½	8	9½
Inches		9	9½	9½	9½	9½	9½	9½	9½	10	10½	10½	10½	10½
Centimeters		22,8	23,1	23,5	23,8	24,1	24,5	24,8	25,1	25,4	25,7	26	26,7	27,3

- 1.3.1 What is the European equivalent of a UK (W) size 5 shoe? (2)
1.3.2 What shoe size would a Japanese man with a size 24 foot ask for in the U.K. (2)
1.3.3 The standard inch : cm conversion rate is 1 : 2,54 cm. According to the table 9½ inches = 23,8 cm. Is this correct? Show your working (3)
- 1.4 The box and whisker plot below represents the batting averages of the 160 cricketers who have batted in T20 matches since 1 January 2009. Answer the questions that are based on the plot.



- 1.4.1 What is the name given to the two data points with value 57 and 57,33? (2)
1.4.2 How many players have a batting average that is less than 6,25? (2)
1.4.3 What must a batsman's batting average be for him to be in the top quartile? (2)
1.4.4 Jaques Kallis is the South African with the highest batting average. If his average is 48,4, how does he compare with the other batsmen? (2)

[24]

Gr12 Mathematics 2014 Exam

**Leentjie van Jaarsveld, Kobus
Mentz, Charl C. Wolhuter**



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Research for Educational Change Jill Adler, Anna Sfard, 2016-06-17 Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice Focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research

Caught in the Act Cyril Julie, Lorna Holtman, Charles R. Smith, 2019-12-11 The research reported in Caught in the Act draws together the insights gained from a continuous professional development initiative for high school mathematics teachers teaching in low socio economic status and socially challenged environments in South Africa The chapters show the possibilities for enhancing achievement in school mathematics if a strength based approach is adopted to develop teaching with teachers and when their concerns are taken seriously The book demonstrates that the ecological relevance fitness for the context in which teachers are teaching of the goods developed and distributed by initiatives should be a major consideration to offer hope for sustainable implementation to improve school mathematics education The book is of interest to mathematics teachers school leaders mathematics curriculum advisors policy makers and researchers

We Can Do It Michael T. Gengler, 2018-08-21 This book tells of the challenges faced by white and black school administrators teachers parents and students as Alachua County Florida moved from segregated schools to a single unitary school system After Brown v Board of Education the South s separate white and black schools continued under lower court opinions provided black students could choose to go to white schools Not until 1968 did the NAACP Legal Defense Fund convince the Supreme Court to end dual school systems Almost fifty years later African Americans in Alachua County remain divided over that outcome A unique study including extensive interviews We Can Do It asks important questions among them How did both races without precedent work together to create desegregated schools What conflicts arose and how were they resolved

or not How was the community affected And at a time when resegregation and persistent white black achievement gaps continue to challenge public schools what lessons can we learn from the generation that desegregated our schools

International Handbook on Education in Southeast Asia Lorraine Pe Symaco,Martin Hayden,2021-12-23 This International Handbook provides a detailed account of the education systems of 11 Southeast Asian nations including Brunei Darussalam Cambodia Indonesia Lao People s Democratic Republic Malaysia Myanmar the Philippines Singapore Thailand Timor Leste and Vietnam It presents a systematic sector by sector explanation of how these national education systems deliver educational services and respond to national and international issues and challenges With 56 chapters the International Handbook is the region s most comprehensive educational reference source In the first of its chapters the editors introduce the regional context and draw attention to the distinctive characteristics of each of the 11 systems Southeast Asia representing 8.5% of the world s population is as dynamic as it is diverse The International Handbook charts progress and establishes a benchmark for documenting future developments It also provides a stepping off point for more detailed investigations of decision making processes and outcomes across the 11 national education systems *Mobile Learning and Mathematics* Helen Crompton,John Traxler,2015-02-11 Mobile Learning and Mathematics provides an overview of current research on how mobile devices are supporting mathematics educators in classrooms across the globe Through nine case studies chapter authors investigate the use of mobile technologies over a range of grade levels and mathematical topics while connecting chapters provide a strong foundational background in mobile learning theories instructional design and learner support For current educators Mobile Learning and Mathematics provides concrete ideas and strategies for integrating mobile learning into their mathematics instruction for example by sharing resources that will help implement Common Core State Standards or by streamlining the process of selecting from the competing and often confusing technology options currently available A cutting edge research volume this collection also provides a springboard for educational researchers to conduct further study *Monitoring Student Achievement in the 21st Century* Heidi Harju-Luukkainen,Nele McElvany,Justine Stang,2020-04-01 This book draws together leading student assessment academics from across Europe exploring student monitoring policies and practices in a range of countries across 22 chapters The chapters in the first part offer a broad overview on student assessment covering history and current status aims and approaches as well as methodological challenges of international student assessment The second part presents country specific chapters provide an in depth look examining country specific policy and practices and findings of national and or international assessments Findings are critically discussed and recommendations are made for further development of each country s assessment context The book shows similarities and differences within the educational assessment landscape as well as complexity and similarities in assessment policy documents and strategies Given the globalized world we live in today this book fills a need in the higher educational context and is intended for policy makers in different countries as well

Assessing Academic Literacy in a Multilingual Society Albert Weideman, John Read, Theo du Plessis, 2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

Over-Tested and Under-Prepared Bob Sornson, 2022-11-23 Pressured by standardized testing and rigid pacing guidelines many schools are forced to cover too much content too quickly without being able to meet the needs of individual students. In this powerful book from acclaimed author and presenter Bob Sornson you will learn how shifting from curriculum based instruction to competency based personalized learning can help students become more successful confident and engaged learners. Each chapter is easy to digest and provides compelling research strategies and anecdotes to inspire conversation and action. This second edition provides updated statistics and examples of schools successfully using competency based learning models to help you bring about meaningful change. Teachers, administrators and community leaders will all find practical resources and a clear rationale for transforming our current educational system into a new dynamic model of teaching and learning.

Mathematics Teaching and Professional Learning in sub-Saharan Africa Kakoma Luneta, 2021-12-09 The book represents a crop of wide ranging research conducted by renowned scholars in sub-Saharan Africa revolving around mathematics teaching and professional development programs for mathematics teachers. The research based proposals and actual how to conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners' errors and misconceptions. The book provides a comprehensive snapshot on mathematics teaching, learning and effective professional development programmes for mathematics teachers in sub-Saharan Africa. It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa, Kenya, Rwanda, Uganda, Malawi, Namibia, Lesotho, Ethiopia and Zimbabwe.

The Politics of Education in Developing Countries Samuel Hickey, Naomi Hossain, 2019 This book focuses on how politics shapes the capacity and commitment of elites to tackle the learning crisis in six developing countries. It deploys a new conceptual framework to show how the type of political settlement shapes the level of elite commitment and state capacity to improving learning outcomes.

The Mathematics Education for the Future Project - Proceedings of the 14th International Conference Alan Rogerson, Janina Morska, 2017-07-01 This volume contains the papers presented at the International

Conference on Challenges in Mathematics Education for the Next Decade held from September 10-15 2017 in Balatonfured, Hungary. The Conference was organized by The Mathematics Education for the Future Project, an international educational project founded in 1986. *OECD Reviews of Evaluation and Assessment in Education: Georgia* Li Richard Ruochen, Kitchen Hannah, George Bert, Richardson Mary, Fordham Elizabeth, 2019-12-19. This review developed in partnership with UNICEF provides Georgia with recommendations to strengthen its evaluation and assessment system to focus on helping students learn. It will be of interest to countries that wish to strengthen their own evaluation and assessment systems and in turn improve educational outcomes. Leadership Approaches to Negotiate Challenges in a Changing Education Landscape Leentjie van Jaarsveld, Kobus Mentz, Charl C. Wolhuter, 2020-12-31. The argumentative point of departure of this scholarly book is the common conviction of specialists in the field of education in South Africa that the national education system is not at a satisfactory level in both the academic and the public discourse. Such allegations are made and frequently stronger adjectives than non-satisfactory are used. Results of international test series in which South Africa has participated such as the 2015 TIMSS tests confirm the negative verdicts found in the public and scholarly discourse. This book aims to argue that although the lack of performance could be attributed to a multiplicity of factors, one factor that can make a difference in the achievement levels obtained by learners in schools is leadership. The book demonstrates that a particular problem of both the scholarly and the public discourse on education in South Africa is an overtone of defeatism or resignation, blaming all ills in the education system and educational institutions on historical legacies and/or contextual factors such as socio-economic deprivation in the catchment areas of schools or poor resources and infrastructure. This collected work was inspired by a recently published spate of articles on top-performing schools, including top-performing schools in rural communities in which it was demonstrated that good leadership can overcome such contextual and other challenges. The book unpacks the issue of leadership in South African schools from a variety of perspectives, thus contributing to the development of the scholarly discourse on Educational Leadership in South Africa. The target audience of the book is scholars of Educational Leadership. The research reported in the chapters draws on a wide range of methodologies including empirical survey, research questionnaires and interviews, critical literature surveys and the comparative method. How Chinese Acquire and Improve Mathematics Knowledge for Teaching Yeping Li, Rongjin Huang, 2018-05-16. While the importance of knowledge for effective instruction has long been acknowledged and the concept and structure of mathematics knowledge for teaching are far from being new, the process of such knowledge acquisition and improvement remains underexplored empirically and theoretically. The difficulty can well associate with the fact that different education systems embody different values for what mathematics teachers need to learn and how they can be assisted to develop their knowledge. To improve this situation with needed consideration about a system context and policies, *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* takes a unique approach to present new research that views knowledge acquisition and improvement as part of

teachers life long professional learning process in China The book includes such chapters that can help readers to make possible connections of teachers mathematical knowledge for teaching in China with educational policies and program structures for mathematics teacher education in that system context How Chinese Acquire and Improve Mathematics Knowledge for Teaching brings invaluable inspirations and insights to mathematics educators and teacher educators who wish to help teachers improve their knowledge and to researchers who study this important topic beyond a static knowledge conception **Annual Performance Plan** Mpumalanga (South Africa). Department of Education,2016

Men's Issues and Men's Mental Health Rob Whitley,2021-11-15 Traditionally men s mental health woes have been attributed to male stubbornness and rigid notions of masculinity However there is growing recognition that mental health issues in men are socially determined by a range of factors including family educational occupational and legal issues These and a variety of other social issues have been collectively labelled men s issues and are being increasingly linked to negative men s mental health outcomes This book gives an overview of men s mental health as well as related men s issues adopting a public health inspired approach examining the research linking social exposures and mental health outcomes The book is unique in that it synthesizes and explores men s issues men s mental health and social determinants in a holistic and integrated manner through assessment of the social scientific and psychiatric literature In this book the author discusses the social determinants of men s mental health and accompanying psychosocial interventions moving beyond one dimensional discussions of masculinity Among the topics covered are The Social Determinants of Male Suicide Attention Deficit Hyperactivity Disorder in Young Males The Medicalization of Boyhood Why Do Men Have Low Rates of Formal Mental Health Service Utilization An Analysis of Social and Systemic Barriers to Care and Discussion of Promising Male Friendly Practices The Gender Gap in Education Understanding Educational Underachievement in Young Males and its Relationship to Adverse Mental Health Employment Unemployment and Workplace Issues in Relation to Men s Mental Health Men s Issues and Men s Mental Health An Introductory Primer is essential reading for healthcare practitioners and social service providers including psychiatrists psychologists social workers occupational therapists counsellors teachers charity workers health promotion specialists and public health officers It is also a useful text for graduate and advanced undergraduate students in health care social services public health epidemiology and social sciences particularly sociology psychology and gender studies Finally the book can be read and understood by an intelligent lay reader making it accessible for the wider public

Routledge International Handbook of Schools and Schooling in Asia Kerry J. Kennedy,John Chi-Kin Lee,2018-05-11 This comprehensive handbook is the ultimate reference work providing authoritative and international overviews of all aspects of schools and schooling in Asia Split into 19 sections it covers curriculum learning and assessment private supplementary tutoring special education gender issues ethnic minority education and LGBTQI students in Asian schools The volume displays the current state of the scholarship for schools and schooling in Asia including emerging

controversial and cutting edge contributions using a thematic approach The content offers a broad sweep of the region with a focus on theoretical cultural and political issues as well as identifying educational issues and priorities such as curriculum assessment teacher education school leadership etc all of which impact students and learning in multiple ways The Routledge International Handbook of Schools and Schooling in Asia brings together experts in each area to contribute their knowledge providing a multidimensional and rich view of the issues confronting the region s school and education systems Chapters 34 35 36 37 and 38 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

International Perspectives on Mathematics Curriculum Denisse R Thompson, Mary Ann Huntley, Christine Suurtamm, 2018-01-01 Curriculum can be defined in a variety of ways It might be viewed as a body of knowledge a product or a process Curricula can differ as they are conceptualized from various theoretical perspectives to address the needs of teachers students and the context of schooling One reason to study curriculum is to reveal the expectations processes and outcomes of students school learning experiences that are situated in different cultural and system contexts further studies of curriculum practices and changes are much needed to help ensure the success of educational reforms in the different cultural and system contexts Kulm Li 2009 p 709 This volume highlights international perspectives on curriculum and aims to broaden the wider mathematics education community s understandings of mathematics curriculum through viewing a variety of ways that curricula are developed understood and implemented in different jurisdictions countries Within this volume we define curriculum broadly as the set of mathematics standards or outcomes the messages inherent in mathematics curriculum documents and resources how these standards are understood by a variety of stakeholders and how they are enacted in classrooms The focus is on the written implied and enacted curriculum in various educational settings throughout the world

Education in Cambodia Vincent McNamara, Martin Hayden, 2022-05-14 This book is the most comprehensive account yet published about the education system in Cambodia It covers all system levels and draws upon the knowledge and insights of a wide range of leading Cambodian and foreign scholars The book focuses on how the system has developed and is making progress Significant achievements over the past two decades are evident but many problems remain including the poor quality of teaching research and institutional management Under funding is an ongoing obstacle but so too is a bureaucratic culture of resistance to change a history of weak governance and an anti reform sentiment deriving from a teacher centred and exam driven curriculum Achieving international standards must now be the system s highest priority To this end the system must rid itself of conservatism complacency and manipulation by parochial vested interests

Handbook of BRICS and Emerging Economies PB Anand, Shailaja Fennell, Flavio Comim, 2020-12-16 Ever since Jim O Neill at Goldman Sachs coined the term BRICS in 2001 there have been many different assessments of these major emerging economies with some even proclaiming that the promise of the BRICS comprising Brazil Russia India China and South Africa is over However the so called arranged

marriage still seems to be working well with the club having become a formal international forum with summit declarations ministerial meetings and numerous BRICS wide fora Is this euphoria misplaced Is there a BRICS model of economic and human development Are inequalities increasing and is this the denouncement of the economic successes Are geo political tensions rising between these nations During the post COVID 19 situation the importance of bilateral and multilateral co operation mechanisms and institutions is becoming clear This book focuses on one such emerging co operation mechanism of BRICS but also more widely on those five countries and other similar economies As a global depression looms large global economic recovery depends on the performance of not only its largest economies but also many other important and significant economies within the so called G20 group Even prior to the COVID 19 outbreak multilateral institutions have been under considerable strain as with the relationship between the United States of America and China and risks to global economic recovery appear very real This book brings together multi disciplinary perspectives from over sixty scholars and it presents a comprehensive and deep dive into the BRICS and emerging economies and into an understanding the political economic and social contexts that can help in designing approaches for recovery and regaining the last momentum in the journey towards the Sustainable Development Goals

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