

GRADE 12 MATHEMATICAL LITERACY MARCH TEST

QUESTION 1

Jane calculated her total by paid for the previous year. It came down to the following:

P.A.Y.E. (Income Tax) RSA215.50 Extraoret IAT on process 8.5454,20

65 Charleston

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12 The State State State State

120

She further determined that the received bis rebates to the value of RSASCAS.

Talapperson is because I in a

100

M. Distributed Automorphism in State 9.

420

Of Charles Self-Law Indianas.

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QUESTION 2

Due the tariff system below to answer the questions that follow

Electricity residential	Twent the 2000004	Increase	
	4/100		
11to 100 kitth	391,37	15.7%	
1011 to 100 HOVE	282.47	90.9%	
401 firstoliksh	107.75	1937%	
500 FWh and non-	30.26	19.7%	

15	Which a briff growth	(2)
12	Determine the cost (incredit)	(2)
15	Palaments surface limit with the survey.	- (6)
1	A series and district the particular formation	- 6
ě,	NAME OF TAXABLE PARTY O	500

3.9	Suggest ONE	way in which I	the Schrödt	Service con-	Nave on Day	releasing to the
						Mark Control

129

QUESTIONS

Millery.

2.1 Tony needs to buy a lightip for school. He is building at the following sphore:

Digition 1	Q(888.1	0,550.7
Carr. P3005.99	Rice Purchase: Richard for 76 months with -	ROCCOM for 16 months with
	R200 deceil	ROSCO (account)

Str. Polymer and the	
	100

1.2 In-order to make money to fund this lightigs. Tony decides to give swittning tensors in his neighbour's pool. His neighbour druppes him 8000 per month for using his pool. His other variable expenses with go to seround 8750 per month. Tony breaks even if he has seven swittning lessons per month.

3.22 Present the given information on a break even analysis graph.

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End to the service of the service of
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3.3 Tony toury book and and a countries at the school tack along. He options are:

Section 2			Commit
Name	ed Sando	400	Page 1
Plotte			

333	Mary Santa	All the second or second	Annual Management	178
				1940

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John L. Rury

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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

Handbook of Special Education James M. Kauffman, Daniel P. Hallahan, Paige Cullen Pullen, 2017-05-25 The purpose of the Handbook of Special Education is to help profile and bring greater clarity to the already sprawling and continuously expanding field of special education To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research The second edition has been fully updated throughout to take into account recent changes to federal laws as well as the most current academic research and an entirely new section has been added on research methods in special education

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