

P.1 MATHEMATICAL LITERACY



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

MEMO-2024

G.12

NATIONAL
SENIOR CERTIFICATE

QUESTION 1

1.1

Each person who is entitled to R100 000. Your special award will be held at a special event, starting at 18:00.

TABLE 1: A table showing some of the budgeted expenses for the party.

TABLE 1: BUDGETED EXPENSES FOR THE PARTY	
Cost of the venue	R 150 000,00 per day for the day
Food and drink	R 120 000,00 per 100 people
Decorations	R 80 000,00
Transportation	R 100 000,00
Entertainment	R 200 000,00
Other	R 50 000,00
Total	R 600 000,00

Use TABLE 1 and the information above to answer the questions that follow.

1.1.1 The table below represents the cost to host the party.

TABLE 1.1: COST TO HOST THE PARTY									
Number of people	1	2	3	4	5	6	7	8	9
Cost (R)	4 000	8 000	12 000	16 000	20 000	24 000	28 000	32 000	36 000

QUESTION 2



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Mathematics June2014 Paper1 Grade12

Mary Jo Festle



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Daily Graphic Ransford Tetteh,2014-03-24 *Mathematics Strategies for Tier 1 and Tier 2 Interventions in a PLC at Work*® Sarah Schuhl,Mona Toncheff,Jennifer Deinhart,Brian Buckhalter,2024-12-02 Discover how your collaborative team can ensure all students learn grade level mathematics during Tier 1 and Tier 2 instruction This valuable guide provides preK 12 teachers with ready to use tools and strategies to help students communicate using mathematical language and develop number sense conceptual understanding procedural fluency mathematical reasoning problem solving and more PreK 12 educators can use this book to Collaborate with teams to build a shared understanding of essential mathematics standards Ensure students learn grade level mathematics during Tier 1 and Tier 2 instruction Learn how to help students make connections to prior learning and why that matters Create opportunities for students to reason through problems with their peers Develop students number sense procedural fluency and other key mathematics skills Contents Introduction Part 1 A Culture of Learning Chapter 1 Work as a Collaborative Mathematics Team Focused on Student Learning Chapter 2 Build a Community of Learners Part 2 Mathematics Foundations Chapter 3 Teach Grade or Course Level Content Chapter 4 Connect to Prior Knowledge Chapter 5 Develop Number Sense Chapter 6 Focus on Problem Solving Chapter 7 Develop Procedural Fluency Part 3 Student Engagement Chapter 8 Communicate Using Mathematical Language Chapter 9 Grow Learning Through Student Discourse Chapter 10 Use Meaningful Feedback for Learning Chapter 11 Empower Learners Through Student Investment Epilogue Appendix A Data Analysis Protocols Appendix B Cognitive Demand Level Task Analysis Guide References and Resources Index **The Framework for Success in Postsecondary Writing** Nicholas N. Behm,Sherry Rankins-Robertson,2017-03-03 Illustrates the widespread applications of the Framework for Success in Postsecondary Writing especially the eight habits of mind in helping students to be successful not only in postsecondary writing courses but also in four arenas of life academic professional civic and personal *Global Action on School Library Guidelines* Barbara A. Schultz-Jones,Dianne Oberg,2015-06-16 This book celebrates the new IFLA School Library Guidelines and shows how the Guidelines can be used in improving school library services Each chapter describes innovative initiatives for developing implementing and promoting school library guidelines The book provides inspiration and guidance for the creation of national school library standards and for the development and use of standards and guidelines to change school library practice to define the teaching role of school librarians to guide the initial preparation of school librarians and to advocate for school library services Contributors to the book come from around the world Australia Canada Ethiopia France Malaysia Norway Poland Portugal Spain Sweden and the United States Their work illustrates the shared commitment of school librarians around the world to teaching and learning for all as envisioned in the IFLA UNESCO School Library Manifesto **On My Own** Xueli Wang,2021-02-18 2020 ASHE Council for the Advancement of Higher Education Programs CAHEP Barbara Townsend Lecture Award 2021 Transfer Champion Catalyst Award from the National Institute for the Study of

Transfer Students NISTS 2021 Outstanding Publication Award AERA Division J Publication and Research On My Own The Challenge and Promise of Building Equitable STEM Transfer Pathways is the first book of its kind to provide a detailed on the ground examination of the difficult paths curricular interpersonal and institutional that students must chart through community college The book follows 1 670 two year college students over four years as they begin STEM programs in the Midwest and documents their educational and life experiences as they moved toward or away from the prospect of transfer to a four year institution Their stories reveal that they were on their own left to navigate the pathways to transfer without meaningful institutional support The students pursued one of four pathways or momentum trajectories linear upward detoured deferred or taking a break The preexisting and lasting disparities in their access to education and financial resources their experiences with teaching and advising and the conundrum between support from and for family among others propelled them onto different trajectories in their quest for transfer As this book makes painfully clear the current state of transfer acts as a mechanism that perpetuates and worsens inequities in educational outcomes As Xueli Wang argues to cultivate an equitable STEM transfer pathway culturally relevant and responsive supports that are accessible welcoming and validating must be put in place at the institutional level and appeal to the talent motivation and unique needs of historically marginalized students In doing so postsecondary institutions will be better positioned to fulfill their promise as an equitable pathway to bachelor s degrees and beyond

ECGBL2015-9th European Conference on Games Based Learning
Robin Munkvold and Line Kolås, 2015-09-18 These proceedings represent the work of researchers participating in the 9th European Conference on Games Based Learning which is being hosted this year by Nord Trondelag University College Steinkjer Norway on the 8-9 October 2015 The Conference has become a key platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different areas and specialties within Games Based Learning It also offers the opportunity for like minded individuals to meet discuss and share knowledge ECGBL continues to evolve and develop and the wide range of papers and topics will ensure an interesting two day conference In addition to the main streams of the conference there are mini tracks focusing on the areas of the design of multiplayer collaborative serious games applied Games and gamification the teacher s role in game based learning games for STEM Science Technology Engineering Mathematics learning assessment of digital game based learning and pervasive and ubiquitous gaming for learning In addition to the presentations of research we are delighted to host the third year of the Serious Game competition which provides an opportunity for educational game designers and creators to participate in the conference and demonstrate their game design and development skills in an international competition This competition is again sponsored by SEGAN Serious Games Network With an initial submission of more than 60 games 28 finalists will present their games at the conference Prizes will be awarded to the games judged to demonstrate the best quality and originality of game play itself and the positioning and articulation of the game s contribution to the educational domain With

an initial submission of 190 abstracts after the double blind peer review process there are 75 research papers 15 PhD research papers 4 Non Academic papers and 8 work in progress papers published in these Conference Proceedings These papers represent research from more than 40 countries including Australia Austria Belgium Brazil Bulgaria Canada Czech Republic Denmark Finland France Germany Greece Hungary Ireland Israel Italy Japan Malaysia Norway Portugal Russia Saudi Arabia Slovakia Slovenia South Africa Spain Sweden Switzerland Taiwan ROC The Netherlands The Netherlands United Arab Emirates UK and USA

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

Transforming History Mary Jo Festle, 2020-04-14 Teaching history well is not just a matter of knowing history it is a set of skills that can be developed and honed through practice In this theoretically informed but eminently practical volume Mary Jo Festle examines the recent explosion of research on the teaching and learning of history Illuminated by her own work Festle applies the concept of backward design as an organizing framework to the history classroom She provides concrete strategies for setting up an environment that is inclusive and welcoming but still challenging and engaging Instructors will improve their own conceptual understandings of teaching and learning issues as well as receive guidance on designing courses and implementing pedagogies consistent with what research tells us about how students learn The book offers practical illustrations of assignments goals questions grading rubrics unit plans and formats for peer observation that are adaptable for courses on any subject and of any size Transforming History is a critical guide for higher and secondary education faculty neophytes and longtime professionals alike working to improve student learning

The Education Invasion Joy Pullmann, 2017-03-14 Most

Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies

The Boy Crisis Warren Farrell, John Gray, 2018-03-13 What is the boy crisis It s a crisis of education Worldwide boys are 50 percent less likely than girls to meet basic proficiency in reading math and science It s a crisis of mental health ADHD is on the rise And as boys become young men their suicide rates go from equal to girls to six times that of young women It s a crisis of fathering Boys are growing up with less involved fathers and are more likely to drop out of school drink do drugs become delinquent and end up in prison It s a crisis of purpose Boys old sense of purpose being a warrior a leader or a sole breadwinner are fading Many bright boys are experiencing a purpose void feeling alienated withdrawn and addicted to immediate gratification So what is The Boy Crisis A comprehensive blueprint for what parents teachers and policymakers can do to help our sons become happier healthier men and fathers and leaders worthy of our respect

Using Peer Tutoring to Improve Reading Skills Keith Topping, David Duran, Hilde Van Keer, 2015-10-08 Using Peer Tutoring to Improve Reading Skills is a very practical guide offering a straightforward framework and easy to implement strategies to help teachers help pupils progress in reading A succinct introduction it shows how schools can make positive use of differences between pupils and turn them into effective learning opportunities Outlining the evidence base supporting peer tutoring approaches it explores the components of the reading process and explains how peer tutoring in reading can be used with any method of teaching reading Core topics covered include Planning and implementing peer tutoring Getting your school on board How to structure effective interaction Training peer tutors and tutees Paired Reading cross ability approaches One Book for Two fostering fluency reading comprehension and motivation Reading in Pairs cross and same year tutoring Supporting struggling readers Involving

families in peer tutoring Evaluation and feedback Illustrated throughout with practical examples from diverse schools across Europe Using Peer Tutoring to Improve Reading Skills is an essential introduction offering easy to use guidelines that will support teachers in primary and secondary schools as they enhance pupil motivation and improve reading standards A scholarly contribution to educational praxis M.A. Mokoena,J.M. (Ona) Janse van Rensburg,M. Erasmus,E. Mentz,C.B. Zulu,A. Cronje,E.K. Materechera,W.T. Dudu,A.T. Kanyimba,S.P. Raath,C. Kruger,A. Loubser,A.E. Pienaar,A. Klopper,S. Ellis,N.T. Petersen,J. de Beer,J. Varughese,A. Seugnet Blignaut,C. Els,2016-12-31 This publication contains original research targeting scientific specialists in the field of education through research endeavours grounded on a philosophical basis as well as being embedded in the empirical The research methodology of each chapter emanates from applicable philosophical assumptions in the form of an applicable theoretical and conceptual framework The latter forms a firm basis for the application of sound empiricism The content of this book adds to the body of scholarly knowledge in education In his evaluation of the book Acting Executive Dean Faculty of Education and Training Professor Akpovire Oduaran made the following remarks To a large extent the ideas put together in this book have come from data generated not just from literature found in books and journals but actual interactions with educators and the learning environment So then what the reader is offered in this volume is the articulation of ideas that have been interrogated structured and presented in surprisingly simplistic and yet incisive and academically enriching content that can match the standards of scholarship that is available in the Western World Yet what makes this book so welcome relevant and timely is the fact that it is built around Afrocentric theories and practices such as one may find in imported literature **Mathematics Matters in Education** Yeping Li,W. James Lewis,James J. Madden,2017-10-03 This book is inspired by Roger E Howe s contributions to the international communities of mathematics and mathematics education Renowned for his research contributions in the fields of representation theory automorphic forms harmonic analysis and invariant theory Dr Howe has also fundamentally deepened our understanding of the mathematics taught in the early school grades and has challenged and stimulated mathematicians and mathematics educators to work together to examine this part of the mathematical universe more critically and in imaginative new ways This volume will help summarize and highlight Howe s contributions to several topic areas in mathematics education demonstrating the possibility and importance of engaging mathematicians in high impact research in mathematics education and showcasing the importance of cross disciplinary collaboration and exchange Psychological and Pedagogical Considerations in Digital Textbook Use and Development Railean, Elena,2015-04-30 This book offers balanced coverage of the technological solutions that contribute to the design of digital textbooks and contribute to achieving learning objectives offering an emphasis on assessment mechanisms and learning theory **The Use of Screencasting in Higher Education** Jetmir Abdija,Tunku Badariah Tunku Ahmad,Mohamad Sahari Nordin,2018-09-15 Screencasting is a powerful instructional tool for learning yet few in higher education take advantage of its utility This book showcases the benefits of screencasting and how it can

facilitate students acquisition of complex content like statistics It is a condensed version of a case study that examined the effects of screencasts on postgraduate students learning of advanced statistics Every chapter guides the reader through the intricate process of conducting the research and gives a complete picture of the design materials and instrumentation If you are a novice researcher and are interested in technology this book is for you *New Digital Technology in Education* Wan Ng,2015-04-25 This book addresses the issues confronting educators in the integration of digital technologies into their teaching and their students learning Such issues include a skepticism of the added value of technology to educational learning outcomes the perception of the requirement to keep up with the fast pace of technological innovation a lack of knowledge of affordable educational digital tools and a lack of understanding of pedagogical strategies to embrace digital technologies in their teaching This book presents theoretical perspectives of learning and teaching today s digital students with technology and propose a pragmatic and sustainable framework for teachers professional learning to embed digital technologies into their repertoire of teaching strategies in a systematic coherent and comfortable manner so that technology integration becomes an almost effortless pedagogy in their day to day teaching The materials in this book are comprised of original and innovative contributions including empirical data to existing scholarship in this field Examples of pedagogical possibilities that are both new and currently practised across a range of teaching contexts are featured The End of Public Schools David W. Hursh,2015-10-16 The End of Public Schools analyzes the effect of foundations corporations and non governmental organizations on the rise of neoliberal principles in public education By first contextualizing the privatization of education within the context of a larger educational crisis and with particular emphasis on the Gates Foundation and influential state and national politicians it describes how specific policies that limit public control are advanced across all levels Informed by a thorough understanding of issues such as standardized testing teacher tenure and charter schools David Hursh provides a political and pedagogical critique of the current school reform movement as well details about the increasing resistance efforts on the part of parents teachers and the general public Sick Schools David V. Anderson,2020-01-10 Who s afraid of for profit education Those who work in non profit or government owned and operated schools Many parents and other stakeholders have been made fearful by this education establishment What s more important to humans nutrition or education Nutrition is more important because it is the prerequisite for other human activities including education What organizations provide food and who pays for the food Food is provided by for profit farmers for profit processors for profit wholesalers and for profit retailers Most food is purchased with the consumers own money but a significant amount is purchased by low income individuals using food stamps Why can t education be provided similarly using education stamps We trust for profit enterprises to provide our food Why can t we trust for profit enterprises to provide K 12 education Fearmongers have frightened us and made us into gullible compliant socialists who despise commercial activities in education Go to the supermarket and ponder its marvelous array of foods and then contemplate how a for profit K 12

education sector would please and amaze its customers Get Set, Go! Thomas R. Guskey,2020-03-06 Make school a better experience for students by ensuring grading and reporting practices are honest accurate meaningful and fair A companion to the best selling and award winning On Your Mark this practical guide details how to successfully lead lasting grading reform Dr Thomas R Guskey simplifies the transition by guiding educators through six essential steps from developing a coalition devoted to change to creating a systematic plan Use this resource to develop a new system of grading in your school or district Become familiar with the process of implementing a rigorous new system of reporting that aligns with the goals of standards based grading Acquire numerous tools and strategies that will assist in the process of implementing a new grading system Study the six steps that are essential to any successful attempt to reform grading as well as how to succeed in each Learn how to form a change action plan that covers the entire system of implementation and improves the student experience Contents About the Author Introduction Chapter 1 Learn From Failures Chapter 2 Form a Coalition for Change Chapter 3 Understand the Change Process Chapter 4 Clarify the Purpose of Grading and Reporting Chapter 5 Report Multiple Grades for Cognitive Outcomes Chapter 6 Report Multiple Grades for Noncognitive Outcomes Chapter 7 Get Assessment Policies and Practices Right Chapter 8 Develop a Systematic Plan for Implementation References and Resources Index Future of STEM education: Multiple perspectives from researchers Subramaniam Ramanathan,Ida Ah Chee Mok,2023-03-28

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