



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NOVEMBER P.1

MEMO-2023

MATHEMATICAL

LITERACY P.1

QUESTION 4

11

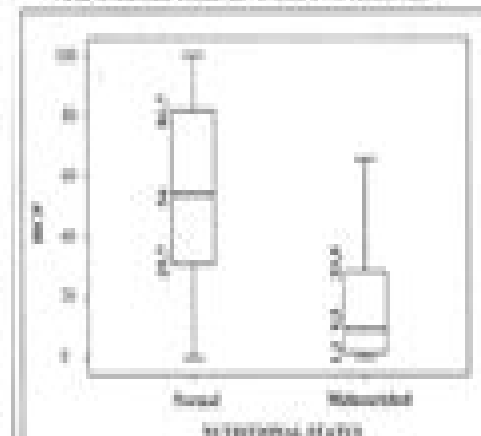
People use digital tools when they cook.

TABLE 1 below shows the average daily life of almost everyone for 2021 and the period from 2010 to 2020.

TABLE 1: TOP 10 COUNTRIES AND 1

COUNTRY	Average daily life	
	2021	2010 to 2020
United Kingdom	4.13	3.95
Germany	4.12	3.94
France	4.11	3.93
Italy	4.10	3.92
Spain	4.09	3.91
Sweden	4.08	3.90
Denmark	4.07	3.89
Netherlands	4.06	3.88
Belgium	4.05	3.87
Austria	4.04	3.86
Switzerland	4.03	3.85

RESEARCHERS' PUBLISHED MATERIAL AND
RESEARCHERS' PUBLISHED MATERIAL



For the supermarket, the researchers used a survey to find out how many items people buy in a supermarket. They compared the in-store and online prices of two supermarkets for items needed to prepare meals for the first time.

TABLE 2 below shows the in-store and the online prices of P&P store and W&W store for some items.

TABLE 2: PRICE (IN RAND) OF TWO STORES
IN-STORE VS ONLINE PRICES

ITEMS	P&P STORE		W&W STORE	
	In-store price R	Online price R	In-store price R	Online price R
Apples	15.50	16.50	14.50	15.50
Bread	6.50	6.50	11.50	11.50
Colnago	15.50	15.50	11.50	11.50
Corn Cobs	11.50	11.50	11.50	11.50
Eggs	11.50	11.50	11.50	11.50
Cake flour	11.50	11.50	11.50	11.50
Mashed meat	17.50	17.50	14.50	14.50
Margarine	17.50	17.50	11.50	11.50
Milk	11.50	11.50	11.50	11.50
Rice	11.50	11.50	11.50	11.50
Sugar	11.50	11.50	11.50	11.50
Tin	14.50	14.50	11.50	11.50
Delivery		5.00		5.00
Total	205.50	210.50	210.50	210.50

Adapted from www.statistic.com

Grade 1maths P2014 November Memorandum

RC Schank



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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 Applied Public Relations Kathy Brittain Richardson, Marcie Hinton, 2015-03-27 With its practical orientation and scope *Applied Public Relations* is the ideal text for any public relations case studies or public relations management course that places an emphasis on stakeholder groups Through the presentation of current cases covering a wide variety of industries locations and settings Kathy Richardson and Marcie Hinton examine how real organizations develop and maintain their relationships offering valuable insights into business and organizational management practices The book s organization of case studies allows instructors to use the text in several ways instructors can focus on specific stakeholders by using the chapters presented they can focus on particular issues such as labor relations or crisis management by selecting cases from within several chapters or they can select cases that contrast campaigns with ongoing programs or managerial behaviors A focus on ethics and social responsibility underlies the book and students are challenged to assess the effectiveness of the practices outlined and understand the ethical implications of those choices This Third Edition features 25 new and current domestic and international case studies specifically chosen for their relevancy and relatability to students New Professional Insights commentaries where practitioners respond to a set of questions relating to their work Increased emphasis on ethics and social responsibility Fully enhanced companion website that is connected with the text including a test bank and PowerPoint presentations for instructors and chapter specific discussion questions and additional readings for students

Competency-Based Education Rose L. Colby, 2019-01-02 Competency Based Education introduces educators to a new model for anytime anywhere schooling and provides tools and curriculum resources for redesigning the traditional structures of K 12 schools Based on pioneering work across multiple states the book shows how educators can design central elements of competency based education including performance tasks personal learning plans and grading systems to meet the needs and interests of all students Rose L Colby provides critical tools for creating these elements in collaborative teams and engaging stakeholders such as educators parents and community members The book incorporates case studies and voices from the field and examines the variety of competency models that schools have adopted highlighting the benefits for students Competency Based Education provides a much needed resource at a time when states districts and schools are working to implement competency based models and experimenting with new accountability systems that include evidence of learning beyond standardized tests *How We Teach Science* John L. Rudolph, 2019-06-01 Despite an enduring belief that science should be taught there has been no enduring consensus about how or why This is especially true when it comes to teaching scientific process John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and determine how science is perceived by the public Resources in Education ,1998

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