

MEMO-2024

MATHEMATICAL LITERACY P.2



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

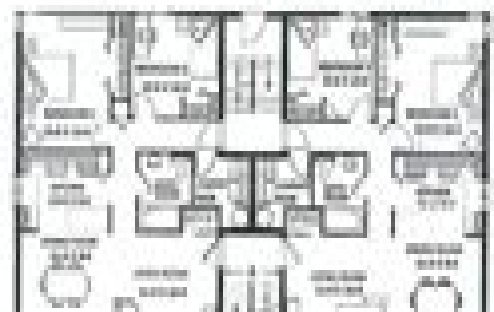
FINAL EXAM

SECTION A

LAYOUT PLAN OF THE SCHOOL



2.4

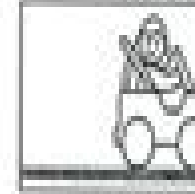


QUESTION 1: Write down the correct answer for each question.

1.1 The teacher is using a projector in the classroom.

1.2 The teacher is using a projector in the classroom.

FIG. 1.1.1



Write down an explanation for ONE of the safety instructions illustrated in the pictures above.

TABLE 1 below shows the number of horses, small livestock and cattle from the Free State, Gauteng and other provinces on display at the Bloem Agricultural Show. One value (X) has been omitted.

TABLE 1: THE NUMBER OF HORSES, SMALL LIVESTOCK AND CATTLE ON DISPLAY FROM VARIOUS PROVINCES

PROVINCES	HORSES	SMALL LIVESTOCK	CATTLE	TOTAL
Free State	412	1 025	361	2 498
Gauteng	181	X	82	348
Other	583	1 024	771	1 378
TOTAL	1 176	2 049	1 214	4 439

M/J



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**United States. Congress. Senate.
Committee on the Judiciary**



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Public Counsel Corporation United States. Congress. Senate. Committee on the Judiciary, 1971 Public Counsel Corporation United States. Congress. Senate. Committee on the Judiciary. Subcommittee on Administrative Practice and Procedure, 1971 **I'm a Teacher Too...** Brent M Barry, 2005-03 All too often in our great nation's history there seems to be some sort of a separation between the great expectations of the American Education system the greatness of our masses and the awesomeness of the Department of Defense Some have said No American Educator wants a soldier sailor or airman telling them how to teach in the average American classroom **Fair Employment Practice Cases**, 1981 With case table

Labor Arbitration Reports, 2005 Resources in Education, 1992-04 **The Canada Gazette** Canada, 1888 *The American Stationer*, 1887 **Law** Amy Hackney Blackwell, 2010 This volume provides information and background on legal careers Power, Legal Education, and Law School Cultures Meera Deo, Mindie Lazarus-Black, Elizabeth Mertz, 2019-10-10

There is a myth that lingers around legal education in many democracies That myth would have us believe that law students are admitted and then succeed based on raw merit and that law schools are neutral settings in which professors also selected and promoted based on merit use their expertise to train those students to become lawyers Based on original empirical research this book investigates this myth from myriad perspectives diverse settings and in different nations revealing that hierarchies of power and cultural norms shape and maintain inequities in legal education Embedded within law school cultures are assumptions that also stymie efforts at reform The book examines hidden pedagogical messages showing how presumptions about theory's relation to practice are refracted through the obfuscating lens of curricula The contributors also tackle questions of class and market as they affect law training Finally this collection examines how structural barriers replicate injustice even within institutions representing themselves as democratic and open revealing common dynamics across cultural and institutional forms The chapters speak to similar issues and to one another about the influence of context images of law and lawyers the political economy of legal education and the agency of students and faculty

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