



MATHEMATICAL LITERACY COMMON TESTING GUIDE & SCOPE – 2021

NB: This scope must be used in conjunction with CAPS; Abridged Section 4 amendments of CAPS; the 2021 Recovery ATP and Examination Guidelines.

TERM 1 - CONTROL TEST

GRADE	10
PAPER	One Paper
DURATION OF THE PAPER	1½ hours
TOTAL MARKS	75 Marks

EXPECTED CURRICULUM COVERAGE/TOPICS/SECTIONS

TOPIC: NUMBERS AND CALCULATIONS WITH NUMBER

- Number formats and conventions,
- Operations on whole numbers, decimals and fractions, calculator skills.
- Rounding,
- Ratios,
- Proportions,
- Rates,
- Percentages.

WEEKS 1 TO 4

TOPIC: PATTERNS, RELATIONSHIPS AND REPRESENTATIONS

- Patterns and relationships,
- Pattern and relationship representations
- Interpretation of tables and graphs
- Making sense of graphs that tell a story,
- Write a story from a graph or draw a graph from a story

WEEKS 5 TO 7

TOPIC: DATA HANDLING

- Developing questions, collecting data, classifying and organizing data.
- Summarising data: Mean, Median, Mode and Range
- Analysing data

WEEKS 8 TO 9

TERM 2 - CONTROL TEST

GRADE	10
PAPER	One Paper
DURATION OF THE PAPER	1½ hours
TOTAL MARKS	75 Marks

EXPECTED CURRICULUM COVERAGE/TOPICS/SECTIONS

All topics completed in term 2 will be tested.

TOPIC : FINANCE

- Financial documents: households bills, shopping slips, Banking documents, household budget
- Terminology used in financial documents
- Tariff systems: municipal, telephone, transport and bank fees
- Calculate cost using tariff and /or formulae
- Draw and interpret graphs of various tariff systems

WEEKS 1 AND 2

Grade10 2014 Maths Scope

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Grade10 2014 Maths Scope:

Rebuilding the Natural Environment, Grade 10 Carla C. Johnson, Janet B. Walton, Erin E. Peters-Burton, 2022-05-23

What if you could challenge your tenth graders to think about how innovation can make the world a better place for humans while finding ways to sustain progress and conserve resources With this volume in the STEM Road Map Curriculum Series you can Rebuilding the Natural Environment outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary four lesson module uses project and problem based learning to help students connect their existing knowledge about energy production and its effects on the natural environment to create innovations in renewable sources of energy based on research evidence Working in teams students will design an innovative way to meet society s energy needs and develop a pitch to market their innovation focusing on how the innovation will optimize human experiences while being mindful of the natural environment To support this goal students will do the following Understand several forms of renewable sustainable energy sources Apply their understanding of how alternators are used to generate electricity in lab experiments as well as explain how tools such as windmills and dams are used to operate them Describe how electricity is generated in photovoltaic cells Calculate the amount of electricity consumed by several household items and consider this consumption when determining the average monthly energy consumption of households around the world in comparison to U S households Understand how fossil fuels have been used in the production of electricity and the impact they have had on the world s economy humans quality of life and the earth Identify several hindrances to the creation of new energy sources as well as ideas to counter them List several factors that can be used to motivate people from all walks of life to use renewable and sustainable energies Create a fictional company that uses renewable energies The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Rebuilding the Natural Environment can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach

"Code of Massachusetts regulations, 2014", 2014 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

International Handbook of Mathematics Teacher Education: Volume 1, 2019-12-02 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while maintaining the themes for each of the volumes Collectively the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in

particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 1 Knowledge Beliefs and Identity in Mathematics Teaching and Teaching Development edited by Despina Potari and Olive Chapman examines teacher knowledge beliefs identity practice and relationships among them These important aspects of mathematics teacher education continue to be the focus of extensive research and policy debate globally Thus as the first volume in the series it appropriately addresses central topics issues that provide an excellent beginning to engage in the field of mathematics education through the handbook Contributors are Jill Adler Mike Askew Maria Bartolini Bussi Anne Bennison Kim Beswick Olive Chapman Charalambos Charalambus Helen Chick Marta Civil Sandra Crespo Sean Delaney Silvia Funghi Merrilyn Goos Roberta Hunter Barbara Jaworski Kim Koh Esther S Levenson Yeping Li Niamh O Meara JoengSuk Pang Randolph Phillipp Despina Potari Craig Pournara Stephen Quirke Alessandro Ramploud Tim Rowland John Zig Siegfried Naiqing Song Konstantinos Stouraitis Eva Thanheiser Collen Vale Hamsa Venkat and Huirong Zhang Accountability in education: meeting our commitments UNESCO,2017-10-30 The second edition of the Global Education Monitoring Report GEM Report presents the latest evidence on global progress towards the education targets of the UN Sustainable Development Goals With hundreds of millions of people still not going to school and many not achieving minimum skills at school it is clear education systems are off track to achieve global goals The marginalized currently bear the most consequences but also stand to benefit the most if policy makers pay sufficient attention to their needs Faced with these challenges along with tight budgets and increased emphasis on results oriented value for money countries are searching for solutions Increased accountability often tops the list The 2017 8 GEM Report shows the entire array of approaches to accountability in education It ranges from countries unused to the concept where violations of the right to education go unchallenged to countries where accountability has become an end in itself instead of a means to inclusive equitable and high quality education and lifelong learning for all The report emphasizes that education is a shared responsibility While governments have primary responsibility all actors schools teachers parents students international organizations private sector providers civil society and the media 0 3 have a role in improving education systems The report emphasized the importance of transparency and availability of information but urges caution in how data are used It makes the case for avoiding accountability systems with a disproportionate focus on narrowly defined results and punitive sanctions In an era of multiple accountability tools the report provides clear evidence on those that are working and those that are not Back cover

Understanding Environmental Education Chong Shimray,2024-06-28 The book establishes the importance of environmental education by tracing its history and the developments that have taken place subsequently to date It provides

basic understanding about environmental education as well as valuable suggestions for its effective incorporation in the school curriculum. The strength of the book lies in its content as all major areas of environmental education have been addressed such as school curriculum, professional development and policies especially in the context of India thus making it a unique and go-to resource for all stakeholders working in the field of environmental education. The well-balanced content will help readers appreciate the nature of environmental education and its distinctiveness from other subject disciplines as well as environmental studies and environmental science substantiated with several examples and illustrations. What is striking about the book is its proposed road map which is critical for successful implementation of environmental education in India with the launch of the National Education Policy 2020 and the subsequent introduction of new curriculum frameworks. The book will be useful to students, preservice teachers and teacher educators. It will also be of much value to in-service teachers, practitioners in different settings, teachers, policy makers, curriculum developers and researchers in the field of environmental education.

Implementation of Large-Scale Education Assessments Petra Lietz, John C. Cresswell, Keith F. Rust, Raymond J. Adams, 2017-03-07. Presents a comprehensive treatment of issues related to the inception, design, implementation and reporting of large-scale education assessments. In recent years, many countries have decided to become involved in international educational assessments to allow them to ascertain the strengths and weaknesses of their student populations. Assessments such as the OECD's Programme for International Student Assessment (PISA), the IEA's Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) have provided opportunities for comparison between students of different countries on a common international scale. This book is designed to give researchers, policy makers and practitioners a well-grounded knowledge in the design, implementation, analysis and reporting of international assessments. Readers will be able to gain a more detailed insight into the scientific principles employed in such studies, allowing them to make better use of the results. The book will also give readers an understanding of the resources needed to undertake and improve the design of educational assessments in their own countries and regions.

Implementation of Large Scale Education Assessments Brings together the editors' extensive experience in creating, designing, implementing, analysing and reporting results on a wide range of assessments. Emphasizes methods for implementing international studies of student achievement and obtaining high-quality data from cognitive tests and contextual questionnaires. Discusses the methods of sampling, weighting and variance estimation that are commonly encountered in international large-scale assessments. Provides direction and stimulus for improving global educational assessment and student learning. Is written by experts in the field with an international perspective. Survey researchers, market researchers and practitioners engaged in comparative projects will all benefit from the unparalleled breadth of knowledge and experience in large-scale educational assessments gathered in this one volume.

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

The Report: Papua New Guinea 2015 Oxford Business Group,2016-09-17 In Papua New Guinea hopes are high that real change is on its way the country s political administrative financial and technical leaders now have to find a way to ensure the most productive distribution and use of financial resources Many international actors are watching closely to see how this young country negotiates its path Papua New Guinea became a major exporter of gas in 2014 when the 19bn PNG liquefied natural gas LNG project was completed ahead of schedule and within budget significantly increasing the size and strength of the economy The year ahead is likely to see PNG benefit from the further development of its hydrocarbons sector fuelling the growth of its economy as a whole The LNG influx also poses challenges however in terms of ensuring inclusive growth and productive use of the new revenues PNG takes pride in being a final frontier of natural and cultural development but the task ahead is to protect the country s heritage while becoming part of the global economy

Thinking with Feeling Douglas P. Newton,2014-03-05 Are emotions good or bad for thinking and learning Have you ever wondered why a good lesson of one year falls flat in another Why do students behave the way they do Teachers are expected to foster productive thought yet the neglect of emotion in the classroom in favour of intellect means teaching and learning is often not as effective as it might be Thinking with Feeling explores what we mean by productive thought its interrelationship with mood and emotions how teachers can manage that interaction to improve teaching and learning and what teacher trainers could do about it Synthesising the most important international research in the field it offers a framework for productive purposeful thought deduction understanding creative thinking wise thinking and critical thinking and explains how mood and emotion can support and also impede learning It considers the effect of the interplay of emotion and intellect on classroom behaviour on students public performance and performance in tests and how emotional labour can affect the teacher Illustrated with examples from practice this challenging thoughtful study offers education professionals a basis for understanding the interaction of emotions and cognition and making it a successful partnership in order to improve teaching and learning

Sri Lanka National Bibliography ,2015-07 New Approach to Mathematics F. A. Hoskin,Keith Alexander Dan,Marjorie C. Carss,1973 Mathematics. Grade 10 ,1970 *New Syllabus Mathematics for O-Level* Owen William Perry,Joyce Perry,1979

Study & Master Mathematics Grade 10 Study Guide Paul Carter,2007-09 By working through this Study Guide you

will definitely improve your results whether you are working towards being the top performer in your class or whether you regularly break out in a sweat when you have to present your test scores or school report at home This marvellous resource provides you with Introductions to and discussions of the various themes and topics relevant to Grade 10 Mathematics Fully worked out examples with their answers Loads of exercises and questions to practise your newly gained skills Answers to these exercises at the back of the book Exemplar examination papers for you to work through and their answers This Study Master Guide is written according to the NCS for Mathematics **Math Grade 10 Pure** Academic Edge Ltd,Academic

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Distributed Learning Principles of Mathematics Grade 10 Bill Kokoskin,Alan Richard Taylor,2008 *Everything Maths* ,

Keys unlocking maths Andrea Morgan,2016 **Connections in Math : Grade 10. Student Workbook, Academic**
Damien Gagné,2005

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Table of Contents Grade10 2014 Maths Scope

1. Understanding the eBook Grade10 2014 Maths Scope
 - The Rise of Digital Reading Grade10 2014 Maths Scope
 - Advantages of eBooks Over Traditional Books
2. Identifying Grade10 2014 Maths Scope
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Grade10 2014 Maths Scope
 - User-Friendly Interface
4. Exploring eBook Recommendations from Grade10 2014 Maths Scope
 - Personalized Recommendations
 - Grade10 2014 Maths Scope User Reviews and Ratings
 - Grade10 2014 Maths Scope and Bestseller Lists
5. Accessing Grade10 2014 Maths Scope Free and Paid eBooks
 - Grade10 2014 Maths Scope Public Domain eBooks
 - Grade10 2014 Maths Scope eBook Subscription Services
 - Grade10 2014 Maths Scope Budget-Friendly Options
6. Navigating Grade10 2014 Maths Scope eBook Formats
 - ePub, PDF, MOBI, and More
 - Grade10 2014 Maths Scope Compatibility with Devices
 - Grade10 2014 Maths Scope Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Grade10 2014 Maths Scope
 - Highlighting and Note-Taking Grade10 2014 Maths Scope
 - Interactive Elements Grade10 2014 Maths Scope
8. Staying Engaged with Grade10 2014 Maths Scope

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Grade10 2014 Maths Scope
- 9. Balancing eBooks and Physical Books Grade10 2014 Maths Scope
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Grade10 2014 Maths Scope
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Grade10 2014 Maths Scope
 - Setting Reading Goals Grade10 2014 Maths Scope
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Grade10 2014 Maths Scope
 - Fact-Checking eBook Content of Grade10 2014 Maths Scope
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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