

Grade 10 Mathematical Literacy

MARKS: 150

TIME: 3 hours

QUESTION 1

- 1.1 Calculate the following:
- 1.1.1. $3,5(7,45 - 2,98)$ (1)
 - 1.1.2. $35 + 12 \times 4$ (1)
 - 1.1.3. $\frac{3}{4}$ of R375 (2)
 - 1.1.4. $\frac{3}{4} + 1\frac{1}{2}$ (1)
- 1.2 A pair of jeans costs R299. How much will you pay for them if you get a $33\frac{1}{3}\%$ discount? (2)
- 1.3 The dilution instructions on an energy sports drink concentrate are: dilution ratio (concentrate and water) 1 + 4.
- 1.3.1 Explain what is meant by this instruction. (2)
 - 1.3.2 How many ml of concentrate and how many ml of water do you need to make up 1litre of energy drink? (2)
 - 1.3.3 If your friend mixes $3\frac{1}{2}$ cups concentrate with 15 cups of water, will his energy drink taste the same as yours? Explain your answer. (3)
- 1.4 Vusi works at a car-wash. He earns R55 a day plus R10 for every car he washes. Calculate how much he earned if he:
- 1.4.1 washed 5 cars. (2)
 - 1.4.2 washed 7 cars (2)
 - 1.4.3 washed x cars. (2)
- 1.5 Fatimah is getting a 5,5% increase in salary and Ali is getting an increase in salary of R292,50 more per month. Fatimah earns R4 575 per month and Ali earns R6 500 per month.
- 1.5.1 Determine Fatimah's new salary per month. (2)
 - 1.5.2 Who received the greater increase in terms of actual money? (1)
 - 1.5.3 Who received the greater percentage increase? Show your working. (2)
- 1.6 Priscilla earned R1 725 for 15 days work. Determine how much she would earn if she worked for 20 days. (3)
- 1.7 The scale on a map is 1:50 000. If the distance between two towns on the map is 3,7cm, determine the distance between the towns in kilometers. (4)

Grade 10 Maths Literacy Exam Papers2014

**Jodie Fonseca, Laiba
Bahrawar, Margaret M. Dubeck, Yasmin
Sitabkhan, Christopher
Cummiskey, Devanshi Unadkat**

Grade 10 Maths Literacy Exam Papers2014:

Assessing Academic Literacy in a Multilingual Society Albert Weideman, John Read, Theo du Plessis, 2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience

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

The Global Testing

Culture William C. Smith, 2016-01-04 The past thirty years have seen a rapid expansion of testing exposing students worldwide to tests that are now more than ever standardized and linked to high stakes outcomes The use of testing as a policy tool has been legitimized within international educational development to measure education quality in the vast majority of countries worldwide The embedded nature and normative power of high stakes standardized testing across national contexts can be understood as a global testing culture The global testing culture permeates all aspects of education from financing to parental involvement to teacher and student beliefs and practices The reinforcing nature of the global

testing culture leads to an environment where testing becomes synonymous with accountability which becomes synonymous with education quality Underlying the global testing culture is a set of values identified from the increasing literature on world culture These include education as a human right academic intelligence faith in science decentralization and neoliberalism Each of these values highlights different aspects of the dialogue in support of high stakes standardized testing The wide approval of these values and their ability to legitimate various aspects of high stakes testing reinforces the taken for granted notion that such tests are effective and appropriate education practices However a large body of literature emphasizes the negative unintended consequences teaching to the test reshaping the testing pool the inequitable distribution of school resources and teachers attention and reconstructing the role of the student teacher and parent commonly found when standardized census based tests are combined with high stakes outcomes for educators or students This book problematizes this culture by providing critical perspectives that challenge the assumptions of the culture and describe how the culture manifests in national contexts The volume makes it clear that testing per se is not the problem Instead it is how tests are administered used or misused and linked to accountability that provide the global testing culture with its powerful ability to shape schools and society and lead to its unintended undesirable consequences

Teacher's Skills Tests For Dummies Colin Beveridge, Andrew Green, 2014-04-09 If you're preparing for the newly revised Numeracy and Literacy Skills Tests Teacher's Skills Tests For Dummies is your one stop for both exams providing you with subject matter review revision and practice tests you need to tackle the tests with confidence and succeed Written by expert authors in Maths English and Education with the credentials to prove it Teacher's Skills Tests For Dummies provides you with A review of the key maths and English concepts you need to know to do well Full length practice tests and tons of additional practice questions Online accessible audio tests for spelling and mental arithmetic to better prepare you for the actual test Tips and tricks along with mistakes to avoid to become a better test taker With this book and a bit of work on your part you'll be positioned to pass your skills tests and gain that coveted place on a teacher training course

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Substance Misuse Prevention Program Attendance Marni L. Kan, Hsiu Chen Yeh, Lisa M. Schainker, Jessica Nelson, Samantha Charm, Cleve Redmond, Richard Spoth, 2022-12-19 Typical life circumstances for military families may impact their participation in prevention programs yet little is known about what factors influence their

participation The current study examined predictors of attendance in the Strengthening Families Program For Parents and Youth 10 14 for Military Families a universal in person program designed to improve family functioning and reduce youth substance misuse and other problem behaviors Participants included 159 parent child dyads randomly selected to be offered the 7 week family program Analyses examined demographic characteristics deployment experiences time spent waiting for the program to begin and psychosocial functioning as predictors of attendance in a series of regression models Of the 39 percent of families that attended any program sessions the majority 71 percent attended at least four of the seven sessions Attendance varied significantly across the geographic areas in which groups were held Prior service utilization youth conduct problem behavior parental history of deployment and family conflict were each positively associated with attendance whereas parent tobacco use was negatively associated with attendance These results highlight the challenges in recruiting military families into in person prevention programs and suggest that extra efforts may be needed to engage families that do not perceive that they have a need for support

Girls Have Academic Advantages and So Do Boys Jodie Fonseca, Laiba Bahrawar, Margaret M. Dubeck, Yasmin Sitabkhan, Christopher Cummiskey, Devanshi Unadkat, 2023-05-15 This paper contains a new analysis of gender differences in early grade reading and mathematics outcomes in 19 USAID funded studies over the past decade from 14 locations in Africa Asia Latin America and the Middle East The paper addresses gaps in the literature related to learning patterns for girls and boys in lower and middle income countries and in early primary school We analyzed the results from reading and mathematics assessments in grades 2 and 3 including differences in oral reading fluency ORF and quantitative comparison scores between boys and girls as well as differences in score distributions by gender In line with results from assessments in upper grades and in wealthier countries we found that girls consistently outperformed boys in reading In mathematics boys slightly outperformed girls although the differences were typically not large Global experience has shown that patterns in poor performance become more entrenched the further learners progress through the grades suggesting that early interventions for boys in reading and girls in mathematics could have long term benefits At the same time both girls and boys typically score below expectations in the two subjects across countries necessitating targeted strategies to improve outcomes for both genders early in their educational trajectories

Assessing Mathematical Literacy Kaye Stacey, Ross Turner, 2014-11-03 This book describes the design development delivery and impact of the mathematics assessment for the OECD Programme for International Student Assessment PISA First the origins of PISA s concept of mathematical literacy are discussed highlighting the underlying themes of mathematics as preparation for life after school and mathematical modelling of the real world and clarifying PISA s position within this part of the mathematics education territory The PISA mathematics framework is introduced as a significant milestone in the development and dissemination of these ideas The underlying mathematical competencies on which mathematical literacy so strongly depends are described along with a scheme to use them in item creation and analysis The development and implementation of the

PISA survey and the consequences for the outcomes are thoroughly discussed Different kinds of items for both paper based and computer based PISA surveys are exemplified by many publicly released items along with details of scoring The novel survey of the opportunity students have had to learn the mathematics promoted through PISA is explained The book concludes by surveying international impact It presents viewpoints of mathematics educators on how PISA and its constituent ideas and methods have influenced teaching and learning practices curriculum arrangements assessment practices and the educational debate more generally in fourteen countries

Teaching Mathematics Creatively Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom

OECD Reviews of Evaluation and Assessment in Education: Albania Maghnouj Soumaya, Fordham Elizabeth, Guthrie Caitlyn, Henderson Kirsteen, Trujillo Daniel, 2020-05-07 This review developed in co operation with UNICEF provides Albania with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Albania as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better outcomes for all students

Global Approaches to Early Learning Research and Practice Kenneth R. Pugh, Peggy McCardle, Annie Stutzman, 2018-02-26 The health development and learning of many young children living in disadvantage areas are at serious risk Access to education has improved under the United Nations Millennium Development Goals and there are now programs in low and middle income countries that are aimed at improving instruction and learning The research and evaluation on the effectiveness of such programs show there are significant challenges but also some successes This issue features presentations of leading international scientists representatives from key governmental and non governmental organizations and others working with programs in the developing world and disadvantaged populations The presentations describe the goals existing challenges and potential approaches to providing evidence based programs to young children in rural remote and poverty stricken areas Topics covered include the state of early childhood in low and middle income nations

programs that have shown some success and innovative research approaches that have been often considered unfeasible in these contexts This is the 158th volume in this Jossey Bass series New Directions for Child and Adolescent Development Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area Each volume focuses on a specific new direction or research topic and is edited by experts from that field **Individual**

Differences in Arithmetical Development Ann Dowker,Bert De Smedt,Annemie Desoete,2020-01-03 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin.org about contact

Handbook of International Research in Mathematics Education Lyn D. English,David Kirshner,2015-07-30 This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented on a range of critical topics including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new chapters this edition extends the Handbook s original themes for international research in mathematics education and remains in the process a definitive resource for the field **The Trials of Evidence-based Education** Stephen

Gorard,Beng Huat See,Nadia Siddiqui,2017-06-26 The Trials of Evidence based Education explores the promise limitations and opportunities of evidence based policy and practice as the attention of funders moves from a sole focus on attainment outcomes to political concern about character building and wider educational impacts The results and implications of over 20 studies conducted by the authors are combined with large number of studies from systematic reviews and their implications are spelled out for the research community policy makers schools wanting to run their own evaluations and practitioners using evidence in this well structured and thoughtful text *Frontiers in the Acquisition of Literacy* Claire M.

Fletcher-Flinn,2015-09-28 Learning to read and to spell are two of the most important cultural skills that must be acquired by children and for that matter anyone learning a second language We are not born with an innate ability to read A reading system of mental representations that enables us to read must be formed in the brain Learning to read in alphabetic

orthographies is the acquisition of such a system which links mental representations of visual symbols letters in print words with pre existing phonological sound and semantic comprehension cognitive systems for language Although spelling draws on the same representational knowledge base and is usually correlated with reading the acquisition processes involved are not quite the same Spelling requires the sequential production of letters in words and at beginning levels there may not be a full degree of integration of phonology with its representation by the orthography Reading on the other hand requires only the recognition of a word for pronunciation Hence spelling is more difficult than reading and learning to spell may necessitate more complete representations or more conscious access to them The learning processes that children use to acquire such cognitive systems in the brain and whether these same processes are universal across different languages and orthographies are central theoretical questions Most children learn to read and spell their language at the same time thus the co ordination of these two facets of literacy acquisition needs explication as well as the effect of different teaching approaches on acquisition Lack of progress in either reading and or spelling is also a major issue of concern for parents and teachers necessitating a cross disciplinary approach to the problem encompassing major efforts from researchers in neuroscience cognitive science experimental psychology and education The purpose of this Research Topic is to summarize and review what has been accomplished so far and to further explore these general issues Contributions from different perspectives are welcomed and could include theoretical computational and empirical works that focus on the acquisition of literacy including cross orthographic research

Changing the Indian Economy Rama P. Kanungo,Chris Rowley,Anurag N. Banerjee,2018-05-31 *Changing the Indian Economy* Renewal Reform and Revival explores the fact that post Modi India is witnessing unprecedented socioeconomic change truly labeled as Modi s Mantra and his attempts to morph the Indian economic landscape India is using an intelligent economic process for its renewal and growth however in a recent study by Nomura 2016 The Japanese Financial Services firm it is reported that there is downside risk to India s baseline forecast of 7 8 per cent GDP growth in 2016 Although the report suggests that there was a mid cycle consolidation in mid 2014 the recovery seems to be losing momentum This book offers a novel but inclusive outlook to the entire post Modi economic overhaul Offers a comprehensive narrative of the current economic scene in India Explores how the measures for reform are intelligent while also considering their weaknesses Shows how India has a strong potential to grow amidst diversity of economic reforms and changing governance Includes a compilation of insightful articles on Indian economic reform and future prospects

Reviews of National Policies for Education *Education in Saudi Arabia* OECD,2020-07-06 Saudi Arabia has embarked upon an unprecedented reform agenda known as Vision 2030 which aims to create a dynamic diverse and sustainable economy This review developed in co operation with the Ministry of Education of Saudi Arabia analyses the strengths and challenges of the country s education system and makes recommendations to help improve student learning

Matching Economic Migration with Labour Market Needs OECD,European Union,2014-09-18 This publication

gathers the papers presented at the OECD EU dialogue on mobility and international migration matching economic migration with labour market needs Brussels 24 25 February 2014 a conference jointly organised by the European Commission and the OECD Towards a Psychophysiological Approach in Physical Activity, Exercise, and Sports Pedro Forte, Daniel Leite Portella, Diogo Monteiro, José Eduardo Teixeira, 2023-10-30 In recent years there has been an increase in interest in mental health disorders as a result of mediatic coverage of Olympic athletes mental health struggles and also due to the COVID 19 pandemic lockdowns These phenomena helped to further exacerbate a problem already extensively present in sport and society Therefore applying a psychophysiological approach to physical activity exercise and sports research has become very popular Indeed mental fatigue and mental disorders are not only psychological in origin but also require an explanation from a psychophysiological perspective due to the effective interconnection between the psychological and physiological dimensions Psychological variables can also influence performance and the psychophysiological system has a strong effect on the control of physical capacities Moreover pacing behaviour decision making self regulation and effort perception can also explain the role of the brain in physical activity and exercise management Thus the aim of this Research Topic is to share the impact of a psychophysiological approach in physical activity exercise and sports Commonwealth Universities Yearbook T. Craig, Hugh W. Springer, 1979

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