



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

Maths Grade Paper Scope Final

**Tommy Dreyfus, Michèle
Artigue, Despina Potari, Susanne
Prediger, Kenneth Ruthven**

Maths Grade Paper Scope Final:

Research in Education ,1973-12 Resources in Education ,2001-04 **School Science and Mathematics** ,1920
The Scottish Educational Journal ,1921 Manitoba School Journal ,1949 **Math Trailblazers 2E G4 Teacher Implementation Guide** ,2003 A research based NSF funded K5 mathematics program integrating math science and language arts Includes a Spanish translation of instructional units Federal Register ,2007-08 **The Educator-journal** ,1902 *Inland Educator and Indiana School Journal* ,1903 *Resources in Education* ,1997 *Math Trailblazers 2E G3 Teacher Implementation Guide* TIMS Project,2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover Developing Research in Mathematics Education Tommy Dreyfus, Michèle Artigue, Despina Potari, Susanne Prediger, Kenneth Ruthven, 2018-04-27 Developing Research in Mathematics Education is the first book in the series New Perspectives on Research in Mathematics Education to be produced in association with the prestigious European Society for Research in Mathematics Education This inaugural volume sets out broad advances in research in mathematics education which have accumulated over the last 20 years through the sustained exchange of ideas and collaboration between researchers in the field An impressive range of contributors provide specifically European and complementary global perspectives on major areas of research in the field on topics that include the content domains of arithmetic geometry algebra statistics and probability the mathematical processes of proving and modeling teaching and learning at specific age levels from early years to university teacher education teaching and classroom practices special aspects of teaching and learning mathematics such as creativity affect diversity technology and history theoretical perspectives and comparative approaches in mathematics education research This book is a fascinating compendium of state of the art knowledge for all mathematics education researchers graduate students teacher educators and curriculum developers worldwide *Title Index, ERIC ED Accessions File* ERIC Processing and Reference Facility, 1966
Educational Record ,1911 **Curriculum-based Assessment** Carroll J. Jones, 2008 Although curriculum based assessment CBA has been on the horizon for a number of years there has been a need for a practical classroom based approach for its implementation This second edition is a major revision and update that offers practical and specific methods for developing and using CBAs in an educational setting It gives educators a highly specific step by step approach to building CBAs in the area of reading word recognition reading comprehension content reading mathematics and written expression Each chapter offers detailed easy to read and easy to follow instructions for the assessment construction process To further clarify the process extensive examples are given in table format A unique feature of the text is the manner in which the author illustrates the principles of CBA by providing a case study on one student which is referred to in each chapter Its

formative assessment approach gives the teacher additional detailed information about students' OCO performance which in turn should guide the type of instruction designed and implemented ultimately leading to higher performance on summative outcome measures. Additionally, detailed information is provided on subject area CBA construction, the creation and implementation of a district-wide CBA system for response to intervention, and how to use IDEA's response to intervention in student evaluation.

The City Record, 1903 **Research in Education**, 1973 **Today's Mathematics, Activities and Instructional Ideas** James W. Heddens, William R. Speer, 2000-08-31 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use. Designed to aid the teacher in understanding mathematical concepts and relationships, the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000.

Architecture, 1903 **Elementary Mathematical Methods** Diane Thiessen, 1989

This book contains 15 chapters: 1 Teaching Problem Solving 2 Using Calculators and Computers in Elementary School Mathematics 3 Organizing for Instruction 4 Teaching Numeration of Whole Numbers 5 Teaching Numeration of Common and Decimal Fractions 6 Teaching Addition and Subtraction of Whole Numbers 7 Teaching Multiplication and Division of Whole Numbers 8 Teaching Addition and Subtraction of Common and Decimal Fractions 9 Teaching Multiplication and Division of Common and Decimal Fractions 10 Teaching Measurement 11 Teaching Geometry 12 Teaching Rates Ratios Proportions and Percents 13 Teaching Statistics and Probability 14 Teaching Integers and Their Operations and 15 Teaching Number Patterns and Theory. The two appendices include discussions on Calculators and Computers and Mainstreaming: Can Individual Needs be Met. The chapters in this book reflect the strands taught in the elementary school mathematics curriculum. Throughout each chapter are collections of problem sets that divide the chapter into sections. A number of these problems are similar to lessons that could be used with elementary school children. PK

Maths Grade Paper Scope Final Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Maths Grade Paper Scope Final**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Maths Grade Paper Scope Final Introduction

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