



## GRADE 11 MATHEMATICAL LITERACY TERM 3 TEST

### QUESTION 1

17 MARKS

Mark wants to build a loft for his daughter. See the plan on Annexure A to answer the questions that follow.

- 1.1 Is the plan shown on Annexure A, an elevation or floorplan? (2)
- 1.2 How many doors are visible on the map? (2)
- 1.3 What is represented by the lines A – D? (2)
- 1.4 In what direction does the balcony face? (2)
- 1.5 Determine the area of the balcony if it is 10% of the total 64m<sup>2</sup> area. (2)
- 1.6 If they get a quote of R70500, determine the price per square meter. (2)
- 1.7 Draw 2 x elevations (West, South) of the loft from the same angle with a scale of 1:1,5m  
Assume the loft is on top of a garage with no windows. (8)

### QUESTION 2

21 MARKS

Jesse is saving up for the holidays. She decides to sell brownies at the local farmer's market every Saturday. The amounts indicated below will yield 105 brownies and she decides to sell them for R7,00 a piece.

Cocoa	R102,50
Butter	R48,80
Sugar	R38,20
Eggs	R68,60

- 2.1 Give TWO ideas on how Jesse can promote brownie sales. (2)
- 2.2 What does it mean to break even? (2)
- 2.3 She determines that other expenses will add up to about R80,00. Determine how many brownies she should sell to break even. (5)
- 2.4 Indicate your results for Question 2.3 on a graph. (2)
- 2.5 Is R7,00 an appropriate selling price? Give a reason for your answer. (2)
- 2.6 She sells 50 brownies every Saturday for 8 weeks for R8,30 a piece. Determine her income. (2)
- 2.7 She calculates that one brownie costs her R8,20 to produce. What is her profit margin? (2)
- 2.8 To fund this project, Jesse borrowed R1000,00 from her dad with a 2% interest rate. Determine the amount she must repay him. (2)

### QUESTION 3

12 MARKS

- 3.1 Mr Johnson invests money in a fixed deposit account. He invests R2000 at an interest rate of 7,8% year. Use the table below to calculate how much his investment would be worth on 30 April if he made the investment on 15 January.

Month	No. of Days	Opening balance	Daily interest	Monthly interest	Closing balance
Jan					
Feb					
March					
April					

(6)

- 3.2 Mr Johnson wants to renew his cellphone contract and considers the following options.

Option A: Fixed monthly amount of R400 for 100min and 5000MB data	Option B: Monthly fee of R28, and a tariff of R1,30 per minute and R0,80 per 25MB	Option C: Monthly fee of R34, and a tariff of R0,99 per minute and R0,75 per 25MB	Option D: Monthly fee of R390 for 150 minutes and 5000MB. Extra minutes at a tariff of R1,45 per minute
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# Mathematical Literacy Scope 2014 Grade 11

**Terry C. Jones**



## Mathematical Literacy Scope 2014 Grade 11:

**Current And Advanced Researches In Science And Math Education III** Tayfun Tutak,2024-09-30 Psychology and Mathematics Education Gila Hanna,Laura Macchi,Karin Binder,Laura Martignon,Katharina Loibl,2023-09-05 Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems Thus it is par excellence a model of rational inquiry Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century Cognitive psychologists discovered that humans thoughts and actions often deviate from rules imposed by strict normative theories of inference Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program In Simon s bounded rationality and its direct descendant ecological rationality rationality is understood in terms of cognitive success in the world correspondence rather than in terms of conformity to content free norms of coherence e g transitivity *Handbook of Research on International Approaches and Practices for Gamifying Mathematics* Huertas-Abril, Cristina A.,Fernández-Ahumada, Elvira,Adamuz-Povedano, Natividad,2022-05-13 Game based resources provide opportunities to consolidate and develop a greater knowledge and understanding of both mathematical concepts and numeracy skills which present opportunities and challenges for both teachers and learners when engaging with subject content For learners for whom the language of instruction is not their first or main language this can present challenges and barriers to their progress This requires teachers to reconsider and adapt their teaching strategies to ensure the needs of these learners are fully addressed thereby promoting inclusion and inclusive practices The Handbook of Research on International Approaches and Practices for Gamifying Mathematics provides relevant theoretical frameworks and the latest empirical research findings in teaching and learning mathematics in bilingual plurilingual education by using active methodologies specifically gamification and game based learning and teaching Covering a wide range of topics such as e safety bilingual education and multimodal mathematics this major reference work is ideal for policymakers researchers academicians practitioners scholars instructors and students **Academic Languageing** Gisela Ernst-Slavit,Margo Gottlieb,2025-06-20 Rethink how academic languageing can transform content area teaching For years the teaching of content based academic language to multilingual learners has focused on formulas vocabulary lists and sentence patterns

often sidelining students linguistic and cultural strengths Gisela Ernst Slavitt and Margo Gottlieb address these challenges by embracing academic languaging an active collaborative student driven process Academic Languaging offers strategies to integrate language and content learning while fostering student engagement voice and agency Dedicated chapters on academic languaging for Language Arts Mathematics Social Studies and Science highlight the dimensions of disciplinary language for each subject and provide strategies for moving learning forward with multilingual learners Additional features include Stop and Think prompts to help educators connect new ideas with their instructional settings Prompts at the end of each chapter to encourage deeper thinking and application of the material Multilingual examples to mirror the varied classroom settings in the U S and beyond The ultimate resource for educators committed to empowering multilingual learners and fostering meaningful culturally sustaining education Academic Languaging ensures multilingual learners comprehend academic content and thrive as confident autonomous drivers of their own learning **Handbook of Research on Emerging Practices and Methods for K-12 Online and Blended Learning** Heafner, Tina Lane, Hartshorne, Richard, Thripp, Richard, 2019-01-11 National efforts have been made to encourage technology integration in teacher preparation with expectations for frequent and successful applications with K 12 learners While online learning has become pervasive in many fields in education it has been somewhat slow to catch on in K 12 settings The Handbook of Research on Emerging Practices and Methods for K 12 Online and Blended Learning is a collection of innovative research on the applications of technology in online and blended learning environments in order to develop quality courses explore how content is delivered across disciplines and settings and support the formation of relationships and enrichment opportunities While highlighting topics including learning initiatives institutional policies and program structures this book is ideally designed for teachers principals early childhood development centers university faculty administrators policymakers researchers and practitioners *Reinventing STEM in Early Childhood Education* Eugene Geist, 2025-05-09 Teaching STEM to young children is about more than helping them learn their numbers and facts It is an important and complex process that to be effective should honor the way children s brains are developing This book outlines how early childhood educators can best support young children s STEM journeys as children naturally take in information about their environment synthesize it and grow in the process This comprehensive text details different theories of learning research on how young brains develop practical information on preparing your environment and yourself for teaching STEM to children guidance for supporting diverse populations of students and developmental guidelines sample standards resources and lesson plans Organized chronologically the book connects relevant STEM topics with each developmental age range and outlines common school standards for each grade Reinventing STEM in Early Childhood Education is meant to be a core text for preservice teachers in math and science methods courses and is also important reading for teacher educators and professional development programs Fundamentals for Public Health Practice Amanda Holland, Kate Phillips, Michelle Moseley, Lorraine

Joomun,2022-09-23 A comprehensive textbook providing a complete overview of the multifaceted nature of public health practice It explores all aspects of public health from communities and wider society child development and early relationships inequalities in health safeguarding the rapidly changing nature of society and the significance of culture equality and diversity The book takes a life span approach and makes direct links to the UK health and social care context and has been written for an interprofessional audience It will be essential reading for health and social care students including nurses and midwives allied health care professionals social care workers qualified health and social care practitioners and anyone who plays a role in understanding promoting and protecting public health Key features Comprehensive wide ranging coverage Addresses the realities of public health in a globalised world Applied to the UK four nation context but also considers the global dimension of public health practice **Everyday Mathematics** Jean F. Bell,University of Chicago. School Mathematics Project,2007 The core of the Everyday Mathematics program for Grades 1 6 the Teacher s Lesson Guide provides teachers with easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips as well as multilevel differentiation strategies to support all learners **Handbook of Research on Science Education, Volume II** Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community **The Routledge International Handbook of Learning with Technology in Early Childhood** Natalia Kucirkova,Jennifer Rowsell,Garry Falloon,2019-03-04 The Routledge International Handbook of Learning with Technology in Early Childhood focuses specifically on the most cutting edge innovative and international approaches in the study of children s use of and learning with digital technologies This edited volume is a comprehensive survey of methods in children s technologies and contains a rich repertoire of studies from diverse fields and research including both educational and developmental psychology post humanist literacy applied linguistics language and phenomenology and narrative approaches For ease of reference the Handbook s 28 chapters are

divided into four thematic sections introduction and opening reflections studies answering ontological questions which theorize how children take on original identities in becoming literate with technologies studies answering epistemological questions which focus on how children's knowledge and learning are co constructed with a diverse range of technologies studies answering practice related questions which explore the resources and conditions that create the most powerful learning opportunities for children Expertly edited this interdisciplinary and international compendium is an ideal introduction to such a diverse multi faceted field      *Critical Perspectives on PISA as a Means of Global Governance* António Teodoro, 2022-03-24 This volume offers a critical examination of the Programme for International Students Assessment PISA focusing on its origins and implementation relationship to other international large scale assessments and its impacts on educational policy and reform at national and cross national levels Using empirical data gathered from a research project carried out by the CeiED at Lusofona University Lisbon the text highlights connections between PISA and emergent issues including the international circulation of big science expertise and policy and identifies its conceptual and methodological limits as a global governance project The volume ultimately provides a novel framework for understanding how OECD priorities are manifested through a regulatory instrument based on Human and Knowledge Capital Theory and so makes a powerful case to search for new humanistic approaches This text will benefit researchers academics and educators with an interest in education policy and politics international and comparative education and the sociology of education more broadly Those interested in the history of education will also benefit from this volume      Nature-based learning and development: Maximizing the returns on investment, volume II Catherine Jordan, Andrea Faber Taylor, Nancy M. Wells, Ming Kuo, Ulrich Dettweiler, 2023-11-06      Learning Science Barbara Schneider, Joseph Krajcik, Jari Lavonen, 2020-02-11 An innovative internationally developed system to help advance science learning and instruction for high school students This book tells the story of a 3 6 million research project funded by the National Science Foundation aimed at increasing scientific literacy and addressing global concerns of declining science engagement Studying dozens of classrooms across the United States and Finland this international team combines large scale studies with intensive interviews from teachers and students to examine how to transform science education Written for teachers parents policymakers and researchers this book offers solutions for matching science learning and instruction with newly recommended twenty first century standards      *Early Childhood Special Education Programs and Practices* Karin Fisher, Kate Zimmer, 2024-06-01 Early Childhood Special Education Programs and Practices is a special education textbook that prepares pre and in service teachers with the knowledge skills and dispositions to deliver evidence based instruction to promote positive academic and behavioral outcomes for young children prekindergarten through second grade with development delays and or disabilities Early Childhood Special Education Programs and Practices intertwines inclusive early childhood practices by using real life anecdotes to illustrate evidence based practices EBPs and procedures The authors experts in their fields emphasize high leverage practices EBPs

and culturally sustaining pedagogy and align them with the practices skills and competencies recommended by the Council for Exceptional Children s Division for Early Childhood Families administrators and teacher educators of pre and in service early childhood special education and general early childhood education programs alike will find this book useful Included in Early Childhood Special Education Programs and Practices are An overview of early childhood and development of children ages 4 to 8 Strategies for relationship building with students families communities and school personnel Tips on creating a caring and positive classroom environment Chapters devoted to evidence based instruction in core subjects of reading and writing mathematics science and social studies for students with disabilities in pre K to second grade More than 80 images photos tables graphs and case studies to illustrate recommended Practices Also included with the text are online supplemental materials for faculty use in the classroom consisting of an Instructor s Manual and PowerPoint slides Created with the needs of early childhood special educators in mind Early Childhood Special Education Programs and Practices provides pre and in service teachers with the skills and practices they need to serve young children their families and communities across settings

**Neural basis of reading acquisition and reading disability** Li-Hai Tan, Charles A. Perfetti, Johannes Ziegler, Bruce D. McCandliss, 2023-07-04 *Current Perspectives on the Value, Teaching, Learning, and Assessment of Design in STEM Education* Jeffrey Buckley, Eva Hartell, Nicolaas Blom, 2023-08-25 Design is a central activity within Science Technology Engineering and Mathematics STEM education Within enacted practice design can feature within intended learning outcomes for example in learning to design and it can feature within pedagogical methodologies for example by learning through design Often holding differing disciplinary interpretations such as design as cyclical problem solving iterative design conceptual design or design with or without make understanding the educational merits of the ill defined and open nature of authentic designerly activity is paramount This Research Topic sets out to gain a more nuanced understanding of the value and role s of design within STEM educational contexts This Research Topic focuses on design within STEM educational contexts particularly in terms of teaching learning and assessment The aim is to contribute to the evidential basis which can be used to guide the incorporation of design into educational practice The topic has two central research objectives The first is to generate evidence regarding what design is in STEM education For example is the ability to design a singular or manifold construct Is the capacity to design or are factors of this ability both learnable and teachable How transferable is designerly knowledge between contexts How do different disciplinary contexts influence the interpretation of design The second is to further our understanding of how best to incorporate design within STEM education contexts For example how much emphasis should be placed on learning to or through design in school How should design be assessed within formal education Where and when is design best incorporated into education In posing these questions the goal of this research topic is to provide scholarly discourse which supports critical reflection and the challenging of assumptions regarding design in education

Exploring STEM Environments that Broaden Participation Tyrslai Williams,

Renã A. S. Robinson,Zakiya S. Wilson-Kennedy,2025-09-16 Creating spaces conducive for all students pursuing degrees in STEM is a constant conversation in higher education Studies establish the need for broad participation in STEM and the barriers in place that prevent matriculation through critical junctures Through these studies several suggestions and recommendations suggest supporting students through advising mentoring and research experience Very little is discussed about the tools and strategies needed to enhance students own development of self efficacy and self identity through mentorship in formal environments like the lab classroom and departments but also in informal STEM environments like bridge programs organizational involvement and mentoring groups While the environments seem very different the mission of dynamic approaches to student progression is apparent Furthermore understanding how the support evolves at each critical juncture is critical to the way in which the future of STEM will advance Mathematical Literacy for the Classroom RADMASTE Centre (University of the Witwatersrand),2011 *Mathematical Literacy* Tamára Ridgway,2017 *Mathematical Literacy for the Classroom Grade 11 Teacher's Guide ePDF* , This note is part of Quality testing



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