



**GRADE 12**

**2015 JUNE EXAMINATION**

**MATHEMATICAL LITERACY**

**PAPER 1**

**MARKS: 100**

**Time : 2 hours**

**This question paper consists of 10 pages and 2 annexures.**

# Mathematics Literacy Paper 23

**Christian Drosten**



### **Mathematics Literacy Paper 23:**

**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

Proceedings of the 13th International Congress on Mathematical Education Gabriele Kaiser, 2017-10-31 This book is open access under a CC BY 4.0 license The book presents the Proceedings of the 13th International Congress on Mathematical Education ICME 13 and is based on the presentations given at the 13th International Congress on Mathematical Education ICME 13 ICME 13 took place from 24th 31st July 2016 at the University of Hamburg in Hamburg Germany The congress was hosted by the Society of Didactics of Mathematics Gesellschaft für Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI ICME 13 brought together about 3 500 mathematics educators from 105 countries additionally 250 teachers from German speaking countries met for specific activities Directly before the congress activities were offered for 450 Early Career Researchers The proceedings give a comprehensive overview on the current state of the art of the discussions on mathematics education and display the breadth and deepness of current research on mathematical teaching and learning processes The book introduces the major activities of ICME 13 namely articles from the four plenary lecturers and two plenary panels articles from the five ICMI awardees reports from six national presentations three reports from the thematic afternoon devoted to specific features of ICME 13 Furthermore the proceedings contain descriptions of the 54 Topic Study Groups which formed the heart of the congress and reports from 29 Discussion Groups and 31 Workshops The additional important activities of ICME 13 namely papers from the invited lecturers will be presented in the second volume of the proceedings

*Targeting Maths Literacy* Kara Munn, Katy Pike, 2005 This exciting series consists of Big books for shared reading and related small books for students to read on their own The Big Books introduce

maths concepts and support the learning of the content area vocabulary and the small books help students consolidate this back cover Teaching guide      Official Gazette of the United States Patent and Trademark Office ,2003      *Resources in Education* ,2001-04      **PISA 2022 Assessment and Analytical Framework** OECD,2023-08-31 This report presents the conceptual foundations of the OECD Programme for International Student Assessment PISA now in its eighth cycle of comprehensive and rigorous international surveys of student knowledge and skills that are essential for full participation in modern societies As in previous cycles the 2022 PISA assessment covered reading mathematics and science with a major focus on mathematics plus an evaluation of students creative thinking and financial literacy skills      **Mathematics Education in Brazil** Alessandro Jacques Ribeiro,Lulu Healy,Rute Elizabete de Souza Rosa Borba,Solange Hassan Ahmad Ali Fernandes,2018-08-14 This book presents for the first time in English the state of the art of Mathematics Education research in Brazil a country that has the strongest community in this field in Latin America Edited by leading researchers in the area the volume provides the international academic community a summary of the scientific production of the thirteen working groups of the Brazilian Society of Mathematics Education SBEM the national scientific society that brings together researchers teachers students and other professionals of the area These working groups meet every three years at the International Seminar of Mathematics Education SIPEM and cover the following topics Mathematics Education in the Early Years and Primary Education Y1 Y5 Mathematics Education in the Middle School Y6 Y9 Mathematics Education in the High School Y10 Y12 Mathematics Education at the University level History of Mathematics Culture and Mathematics Education Digital Technologies and Distance Education Teacher Education Assessment and Mathematics Education Cognitive and Linguistic Processes in Mathematics Education Mathematical Modeling Philosophy of Mathematics Education Teaching Probability and Statistics and Difference Inclusion and Mathematics Education Each chapter of the book presents an overview of the production of a working group and they are all preceded by an introduction by professor Ubiratan D Ambrosio one of the pioneers of Mathematics Education in Brazil      Reading and Writing the World with Mathematics Eric Gutstein,2012-09-10 Mathematics education in the United States can reproduce social inequalities whether schools use either basic skills curricula to prepare mainly low income students of color for low skilled service jobs or standards based curricula to ready students for knowledge intensive positions And working for fundamental social change and rectifying injustice are rarely included in any mathematics curriculum Reading and Writing the World with Mathematics argues that mathematics education should prepare students to investigate and critique injustice and to challenge in words and actions oppressive structures and acts Based on teacher research the book provides a theoretical framework and practical examples for how mathematics educators can connect schooling to a larger sociopolitical context and concretely teach mathematics for social justice      **New Advances in Information Systems and Technologies** Álvaro Rocha,Ana Maria Correia,Hojjat Adeli,Luis Paulo Reis,Marcelo Mendonça Teixeira,2016-03-15 This book contains a selection of articles from The 2016 World

Conference on Information Systems and Technologies WorldCIST 16 held between the 22nd and 24th of March at Recife Pernambuco Brazil WorldCIST is a global forum for researchers and practitioners to present and discuss recent results and innovations current trends professional experiences and challenges of modern Information Systems and Technologies research together with their technological development and applications The main topics covered are Information and Knowledge Management Organizational Models and Information Systems Software and Systems Modeling Software Systems Architectures Applications and Tools Multimedia Systems and Applications Computer Networks Mobility and Pervasive Systems Intelligent and Decision Support Systems Big Data Analytics and Applications Human Computer Interaction Health Informatics Information Technologies in Education Information Technologies in Radiocommunications **Primary**

**Education in Crisis** Brahm Fleisch, 2008 In the past decade the national preoccupation has been on the crisis in secondary schools Lurking behind the intractable problem of low pass rates the dysfunctional schools and the small number of higher grade mathematics and science graduates is the calamity in primary education Drawing on the work of researchers in a range of fields including psychology sociology anthropology linguistics economics the health sciences and mathematics education this book documents the depth and scope of the primary education crisis and provides a comprehensive and rigorous explanation of its causes Primary education in crisis pulls together the wealth of research on health poverty resources language and teaching as factors in academic achievement in reading writing and mathematics At the centre of the book is an analysis of the published studies that systematically document what teachers teach and fail to teach and why it is that teaching is at the heart of the crisis in primary education The author suggests that there are no quick fixes but only hard choices and that for reform to succeed it must be evidence based Improving Indicators of the Quality of Science and

Mathematics Education in Grades K-12 National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on Indicators of Precollege Science and Mathematics Education, 1988-02-01 This book presents a carefully developed monitoring system to track the progress of mathematics and science education particularly the effects of ongoing efforts to improve students scientific knowledge and mathematics competency It describes an improved series of indicators to assess student learning curriculum quality teaching effectiveness student behavior and financial and leadership support for mathematics and science education Of special interest is a critical review of current testing methods and their use in probing higher order skills and evaluating educational quality **British Education Index**, 2005 **Understanding Children's Mathematical Graphics: Beginnings in Play**

Elizabeth Carruthers, Maulfry Worthington, 2011-04-16 This book challenges traditional beliefs and practices of teaching written mathematics in early childhood It gives theoretical underpinnings and offers exciting insights and context to children's early mathematical thinking and in particular into children's mathematical graphics showing how this supports their understanding of the abstract symbolic language of mathematics Drawing on a wide range of examples it illustrates and

explains how children explore and communicate their mathematical thinking through their mathematical graphics and how this begins in play The book looks at the power of children s own marks symbols and other graphical representations to convey meanings exploring how they support complex thinking The authors explore the relationship between children s play and meaning making Rather than viewing mathematics as a separate subject or as a set of basic skills to be transmitted they demonstrate that in supportive learning cultures children develop their own mathematical thinking to solve problems Key features include Numerous new examples and case studies of children from birth to 8 years highlighting the complexity and richness of children s thinking Explanation of pedagogical issues showing how they can support rich play and mathematics Draws on the authors latest research This book is valuable reading for students teachers primary mathematics coordinators and all early years professionals working in the Early Years Foundation Stage and Key Stage One *Quality of life in Italy* Filomena Maggino, Giampaolo Nuvolati, 2012-06-06 The outcome of the first Italian National Conference on Quality of Life this volume is full of cogent analysis of topics and issues related to well being and quality of life including focused papers on specific population groupings and discrete themes Held in Florence in September 2010 the conference saw the creation of the Italian Association of Quality of Life Studies devised as a forum for this varied field of research with a rapidly expanding profile in the context of the continuing financial crisis The papers address a number of recognized quality of life concerns including public health wealth distribution employment political participation and the perception of crime Contributors deploy innovative methods of analyzing official statistics that result in more complex and multidimensional indicators Some papers provide data on other European nations that allow for comparative assessment while others set out fresh approaches to evaluating quality of life itself Highly relevant not just to academics but to policy makers and practitioners in a range of sectors this publication explores important aspects of a crucial contemporary subject **Theory and Practice in**

**Mathematics and Natural Sciences** Canan Demir, 2021-09-15 Theory and Practice in Mathematics and Natural Sciences

**The Philosophy of Mathematics Education** Paul Ernest, Ole Skovsmose, Jean Paul van Bendegem, Maria Bicudo, Roger Miarka, Ladislav Kvasz, Regina Moeller, 2016-07-15 This survey provides a brief and selective overview of research in the philosophy of mathematics education It asks what makes up the philosophy of mathematics education what it means what questions it asks and answers and what is its overall importance and use It provides overviews of critical mathematics education and the most relevant modern movements in the philosophy of mathematics A case study is provided of an emerging research tradition in one country This is the Hermeneutic strand of research in the philosophy of mathematics education in Brazil This illustrates one orientation towards research inquiry in the philosophy of mathematics education It is part of a broader practice of philosophical archaeology the uncovering of hidden assumptions and buried ideologies within the concepts and methods of research and practice in mathematics education An extensive bibliography is also included

Key Competences and New Literacies Maria Dobryakova, Isak Froumin, Kirill Barannikov, Gemma Moss, Igor

Remorenko,Jarkko Hautamäki,2023-08-22 This edited book is a unique comprehensive discussion of 21st century skills in education in a comparative perspective It presents investigation on how eight very different countries China Canada England Finland Poland South Korea the USA and Russia have attempted to integrate key competences and new literacies into their curricula and balance them with the acquisition of disciplinary knowledge Bringing together psychological sociological pedagogical approaches the book also explores theoretical underpinnings of 21st century skills and offers a scalable solution to align multiple competency and literacy frameworks The book provides a conceptual framework for curriculum reform and transformation of school practice designed to ensure that every school graduate thrives in our technologically and culturally changing world By providing eight empirical portraits of competence driven curriculum reform this book is great resource to educational researchers and policy makers

**Dialogical Inquiry in Mathematics Teaching and Learning**

Nadia Stoyanova,Eva Marsal,2023-10-31 The collection of papers in this anthology represents what may be a broad exploration of the role of philosophical inquiry in the classroom and in mathematics teacher education a topos characterized by multiple intersecting themes all of which converge on a central question what is the role of mathematics in the construction of the realities we live by and could that role be different if we became aware of its invisible power In the age of the Anthropocene an era in which technological intervention plays an ever more central role in the way we build develop and attempt to maintain our increasingly fragile and risk prone human and natural world what are the implications of the hegemonic epistemic status of mathematics in those processes Does mathematics define the conditions of possibility of all knowledge whether expressed in a theory or silently invested in a practice Does or can mathematics and its presumed value neutrality serve to limit constrain suppress and even preclude other perhaps more valuable forms of knowledge Alternatively can philosophical dialogue about mathematics serve to clarify unmask reframe and recreate our understanding of mathematics and its symbolic power in the human and material world and act as an emancipatory form of knowledge in culture and society What would such dialogues look like in the mathematics classroom The papers in this volume address these questions in various contexts and registers and provide prospective and in service teachers with compelling and suggestive ways of responding to them A must read for math educators everywhere Nadia Stoyanova Kennedy Associate Professor of Mathematics Education City University of New York USA Eva Marsal Professor of Philosophy University of Education Karlsruhe Germany University of Warsaw Poland

**Second International Handbook of Mathematics Education**

Alan Bishop,M.A. (Ken) Clements,Christine Keitel-Kreidt,Jeremy Kilpatrick,Frederick Koon-Shing Leung,2012-02-02 ALAN 1 BISHOP The first International Handbook on Mathematics Education was published by Kluwer Academic Publishers in 1996 However most of the writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994 There were four sections 36 chapters and some 150 people contributed to the final volume either as author reviewer editor or critical friend The task was a monumental one attempting to cover the major research and practice

developments in the international field of mathematics education as it appeared to the contributors in 1995. Inevitably there were certain omissions; some developments were only starting to emerge and some literatures were only sketchy and speculative. However, that Handbook has had to be reprinted three times so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction. The Handbook thus attempts not merely to present a description of the international state of the field but also to offer synthetic and reflective overviews on the different directions being taken by the field, on the gaps existing in our present knowledge, on the current problems being faced and on the future possibilities for development. Bishop et al. 1996. Since that time there has been even more activity in our field and now seems a good time to take stock again to reflect on what has happened since 1995 and to create a second Handbook with the same overall goals.

**Handbook of International Research in Mathematics Education** Lyn D. English, David Kirshner, 2010-04-02. The second edition continues the mission of bringing together important new mathematics education research that makes a difference in both theory and practice. It updates and extends the Handbook's original key themes and issues for international research in mathematics education for the 21st century: namely, priorities in international mathematics education research; lifelong democratic access to powerful mathematical ideas; advances in research methodologies; influences of advanced technologies. Each of these themes is examined in terms of learners, teachers and learning contexts, with theory development being an important component of all these aspects. This edition also examines other catalysts that have gained increased import in recent years, including a stronger focus on the teacher and teacher practice, a renewed interest in theory development, an increased focus on the mathematics needed in work place settings and a proliferation of research designs and methodologies that have provided unprecedented opportunities for investigating and ultimately improving mathematical teaching and learning. This edition includes ten totally new chapters; all other chapters are thoroughly revised and updated.



## The Enigmatic Realm of **Mathematics Literacy Paper 23**: Unleashing the Language is Inner Magic

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