



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 64m² 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. (6)

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	R46,80
Sugar	R38,20
Eggs	R66,60

- 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 R6,20 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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Grade1mathematical Literacy Final Exam Paper2014

**Francis (Skip) Fennell, Beth McCord
Kobett, Jonathan A. Wray**



Grade 1 mathematical Literacy Final Exam Paper 2014:

Proceedings of MAC-EMM 2014 Collective of authors, 2014-12-01 Conference proceedings Multidisciplinary Academic Conference on Economics Management and Marketing in Prague 2014 MAC EMM 2014 **The Education Invasion** Joy Pullmann, 2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation's schools Who benefits And how can citizens regain local self governance in education so their children's minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies **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 **The Question is the Answer** Molly Ness, 2015-12-08 The Question is the

Answer is a teacher's guide to helping young readers generate text-based questions. The purpose of this book is to help teachers and parents value and promote student-generated questions to facilitate motivation, engagement, and cognitive development. **Reviews of National Policies for Education Education in Latvia** OECD, 2016-05-19 How can Latvia improve the quality and equity of its education system and realise long-term efficiency gains?

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. Teaching Reading Comprehension to Students with Learning Difficulties,

Accelerating Literacy for Diverse Learners Socorro G. Herrera, Shabina K. Kavimandan, Della R. Perez, Stephanie Wessels, 2017 Research indicates that the culturally responsive teaching strategies outlined in this book accelerate literacy language development and academic growth for students in grades K-8 particularly for English language learners. Completely revised and updated, this bestselling resource speaks to the social-emotional needs of learners and helps teachers support each child's development of a positive self-concept. The authors present best practices aligned with reading and content standards and tools for developing academic talk and instructional conversations in the classroom. Special emphasis is placed on using student culture and language as a means for promoting meaningful relationships among communities of learners. The text includes tips for using the strategies for parental involvement, gathering knowledge of the student's background, and promoting social-emotional learning. A companion website provides new video of the strategies being used in classrooms. **Accelerating Literacy for Diverse Learners** provides teachers a powerful framework to guide their decision-making processes in support of their students' sociocultural, linguistic, cognitive, and academic biographies. The book presents a varied set of strategies that actively engage students in communicating, displaying, sharing, analyzing, reflecting on, and using their own understandings to develop new understandings and gain access to a high-quality curriculum. Ester J. de Jong EdD, professor, University of Florida, and 2017-18 President of TESOL. **Diversity Dimensions in Mathematics and Language Learning**

Annemarie Fritz, Erkan Gürsoy, Moritz Herzog, 2021-06-08 Extensive research is available on language acquisition and the acquisition of mathematical skills in early childhood. But more recently, research has turned to the question of the influence of specific language aspects on acquisition of mathematical skills. This anthology combines current findings and theories from various disciplines such as neuro-psychology, linguistics, didactics, and anthropology. **Language and Literacy Connections** Geraldine P. Wallach, Elaine Ocampo, 2025-06-02

Language and Literacy Connections: Intervention for School Age Children and Adolescents Second Edition takes readers on a path of knowledge steeped in principles and practical applications. Integrating language learning and disorders and literacy

together in a coherent and cohesive narrative it covers the challenges facing school age students from early elementary levels through high school Using past and current research and interventions from speech language pathology SLP and reading and literacy arenas the authors present transcripts cases and detailed intervention sessions to provide a template for daily practice The text raises questions relating to why am I doing this and provides some answers to this most complex yet basic question The text has four major goals 1 to encourage readers to evaluate past and current clinical and educational practices in language intervention at school age levels 2 to present intervention goals and activities that are theoretically sound but may require further research scrutiny 3 to explore aspects of curriculum relevant language intervention for students with language learning disabilities 4 to provide guidelines for school based practitioners that clarify how professionals with diverse backgrounds and roles share responsibility in language literacy and academic programming While taking a strong language language disorders perspective the text would be a useful resource for teachers and other specialists who share students with language learning disabilities LLD with their school based speech language pathologists SLPs New to the Second Edition A new chapter Application Activities to Stretch Your Knowledge includes problems with possible answers and rationales that review significant concepts in language and literacy with a focus on adolescents A roadmap to scenarios and reports and key information at the beginning of the text Application activities in Chapter 10 with icons that highlight easy access to key information and connections with understanding the Whys Key Features Questions at the beginning of each chapter that reflect concerns of SLPs and their teams Projects and assignments that supplement and review the material Examples of teaching modules with practical lesson plans that integrate the role of SLPs in Interprofessional Practices IPP while explicitly addressing the curriculum across a variety of subject areas

Dance Integration Kaufmann, Karen,Dehline, Jordan,2014-06-18 Dance Integration offers 36 K 5 lesson plans that use dance learning to bring mathematics and science curriculums to life These plans have proven to improve literacy in dance mathematics and science

Resources in Education ,1995-04

The Formative 5 Francis (Skip) Fennell,Beth McCord Kobett,Jonathan A. Wray,2016-12-15 This highly practical and readable book gets right down into the detail of what good formative assessment looks like in math classrooms and shows how teachers can make this a part of their regular planning and instruction Dylan Wiliam Emeritus Professor of Educational Assessment University College Imagine how it would feel to not worry about how to plan teach and check for student mathematical understandings and related proficiencies Imagine if this important process felt like a natural every day part of your lesson preparation instead of an extra thing to do This must have resource shows the way NCTM Past President Francis Skip Fennell and nationally recognized mathematics educators Beth McCord Kobett and Jonathan Jon Wray offer five of the most impactful proven assessment techniques Observations Interviews Show Me Hinge Questions and Exit Tasks you can implement every day Tried and tested by teachers just like you you ll find that this palette of classroom based techniques will truly assess learning and inform teaching Research and

classroom practice indicates that formative assessment is poorly understood This book gives you a concise research based classroom dedicated plan with lots of tools activities classroom vignettes and student work to guide your daily use of these techniques The Formative 5 Both within and between lessons K 8 teachers of mathematics will learn to Think and go beyond assessment of learning focusing on assessment for learning Directly connect assessment to planning and teaching Engineer effective classroom questioning discussions and learning tasks Provide success criteria and feedback that moves students forward Integrate the Standards for Mathematical Practice Activate student self assessors who take ownership of their learning Includes a book study guide tools and templates and a companion website with downloadables and multi media examples of student discussion in the classroom The Formative 5 will help you build your mathematics related formative assessment capacity through daily use of these five key techniques leading to regularly monitored and improved learning opportunities for your students Now Available The On Your Feet Guide to The Formative 5 *Illinois Reading Council*

Journal ,2013 **International Journal of Language Studies (IJLS) - volume 9(2)** Mohammad Ali Salmani Nodoushan,

Empowering Students as Questioners Jackie Acree Walsh,2021-01-26 Create environments where students ask questions not just answer them When students become questioners learning improves for all Yet even though research has repeatedly shown that student questioning increases ownership of learning and narrows opportunity gaps studies show that students ask less than five percent of the questions in classrooms today How do you turn this teacher centric dynamic around In this book by bestselling author and education expert Jackie Walsh the author shifts the focus to student centric learning and how to develop student questioning strategies including self questions academic questions exploratory questions and dialogic questions Other highlights include Vignettes of quality questioning in action in various grade level and content area classrooms Examples of how to use questioning to harness the power of formative assessment and create a culture of inquiry Student questioning models for distance learning By instilling students with the desire and ability to become better questioners teachers will see more actively engaged students more collaboration and an increase in overall student motivation for learning and achievement *Tracking Changes in South African Reading Literacy Achievement* ,2023-09-04

Reading has been touted as the most crucial and lacking skill for young South African children This book delves into the issues and measurement considerations surrounding reading literacy using the Progress in International Reading Literacy Study PIRLS data The contributors to this volume explore the complexities of measuring reading literacy with an international survey curricula misalignment and how the PIRLS framework can inform teaching and learning Contributors are Caroline B ning Celeste Combrinck Peter Courtney Martin Gustafsson Nompumelelo L Mohohlwane Nangamso Mtsatse Elizabeth Pretorius Karen Roux Claudia Schreiner Tobias Schroedler Nick Taylor Stephen Taylor Surette van Staden and Hans Wagemaker *The Structured Literacy Planner* Louise Spear-Swerling,2024-04-23 Structured Literacy SL approaches are increasingly recognized as the gold standard for teaching struggling readers This highly practical book walks educators

through designing SL interventions for students with common types of reading difficulties word reading comprehension or a combination of both Louise Spear Swerling offers tools for assessing students reading profiles and tailoring SL to their needs In a convenient large size format the volume is packed with case studies sample lesson plans addressing both early and advanced stages of reading instructional activities and application exercises for teachers A chapter on English language structure presents essential foundations for implementing SL effectively The companion website features a knowledge survey about language structure with answer key as well as downloadable copies of the book s 14 reproducible forms See also Louise Spear Swerling s edited volume Structured Literacy Interventions Teaching Students with Reading Difficulties Grades K 6 which surveys SL interventions across all components of literacy [Parental Engagement and Out-of-School Mathematics Learning](#) Tim Jay,Jo Rose,2023-08-07 Challenging preconceived ideas and supporting children to acquire mathematical understandings Parental Engagement and Out of School Mathematics Learning informs innovative and vital educational policy and practice **Literacy Triangle** LeAnn Nickelson,Melissa Dickson,2022-06-28 Accelerate learning with high impact strategies Beginning and veteran teachers alike will find insights and practices they can use immediately The authors dovetail their proven instructional process of chunk chew check change with before during and after reading strategies in this must have guide for powerful literacy instruction No matter what content area you teach this book will help you develop the strategic reader in every student K 8 teachers who are interested in high impact teaching strategies will Learn how to incorporate the literacy triangle s three points reading discussing and writing into instruction for any subject Cut through the conflict caused by the reading wars and gain clarity on the science behind effective well rounded literacy instruction Help students enjoy reading gain comprehension and build reading stamina Get differentiation ideas for scaffolding and enriching each strategy using best practices in literacy instruction Discover how to engage students in opportunities for making meaning choosing texts and leading discussions Understand how setting a student s purpose for reading can encourage focus engagement deeper conversations and a motivation to keep reading with literacy strategies Contents Introduction Part 1 Planning for Quality Literacy Instruction Chapter 1 Teaching Literacy Effectively Chapter 2 Choosing the Right Text Chapter 3 Using the Literacy Triangle to Drastically Improve Literacy Part 2 Implementing Quality Literacy Instruction Chapter 4 Preparing for Success Before Reading Chapter 5 Staying Focused on the Goal During Reading Chapter 6 Consolidating With Discussion and Writing After Reading Chapter 7 Bringing It All Together Conclusion References and Resources Index

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