

Grade12 Mathematical Literacy: Memorandum Paper 1

1.1	$R5\,000,00 \times 0,0868 = 6434$ ✓ ✓ ✓	3
1.2.1	$2,4\text{ cm} \times 75\text{ cm} = 180\text{ cm} = 1,8\text{ m}$ ✓ ✓ ✓	3
1.2.2	$14\text{ m} \times 75\text{ m} = 0,186\text{ m} = 18,6\text{ cm}$ ✓ ✓ ✓	3
1.3.1	36 ✓ ✓	2
1.3.2	5% ✓ ✓	2
1.3.3	$9\frac{1}{4}\text{ inches} = 2,54\text{ cm} = 23,81\text{ cm}$ ✓ ✓	3
	This is correct. ✓	3
1.4.1	Outliers ✓ ✓	2
1.4.2	About 40 players ✓ ✓	2
1.4.3	$> 25,5$ ✓ ✓	2
1.4.4	He is definitely in the top quartile. He is closer to the highest batting averages so he compares favourably with the best batsmen in the world. ✓ ✓	2
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2.2	$\% \text{ change} = \frac{R329,53 - R320,65}{R320,65} = 2,7\%$ ✓ ✓ ✓ ✓	4
2.3	$0,185 = \frac{R320,65 - x}{x}$ ✓ ✓ $0,185x = R320,65 - x$ $1,185x = R320,65$ $x = R320,65 \div 1,185$ ✓ $x = R270,59 \div 1,185$ $x = R270,59$ ✓	4
3.1.1	6th April, 2009 to 4 May, 2009 ✓ ✓	2
3.1.2	R2 000 ✓ ✓	2
3.1.3	-R5 000 ✓ ✓	2
3.1.4	13 ✓ ✓	2
3.2.1	$R5\,000 - R1\,500 = R3\,500$ ✓ ✓ ✓ ✓	4
3.2.2	(a) Athene withdrew R4 000. This caused her bank balance to go from R2 000 to -R2 000. ✓ ✓ ✓	3
	(b) Athene deposited R9 500. This caused her bank balance to go from -R4 500 to R5 000. ✓ ✓ ✓	3
4.1.1	2010 Tax year ✓ ✓	2
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4.1.3	10% ✓ ✓	2
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4.2.2	R103 ✓ ✓	2
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4.2.4	Take Home = $R1\,615,51 - (R103 + R161,55)$ ✓ ✓ ✓ = R1 350,96 ✓	4
4.3.1	$R1\,615,51 = 111\%$ of original wage Original wage = $R1\,615,51 \div 1,11$ = R1 455,41 ✓ ✓ 10% of R1 455,41 = R145,54 ✓ Take Home = $R1\,455,41 - (R27,87 + R145,54)$ ✓ = R1 282,00 ✓	5
4.3.2	$\% \text{ change} = \frac{R1\,350,96 - R1\,282,00}{R1\,282,00} = 5,4\%$ ✓ ✓ ✓ ✓	4
4.3.3	The "take home" percentage increase is less than half of the wage increase of 11%. The reason for this is the increase in the PAYE that the custodian has to pay. Originally he/she paid R27,87 per week which is 1,91% of his/her salary. After the increase he/she pays R103 PAYE per week which is 6,38% of his/her salary. Hence the discrepancy in the "take home" increase and the wage increase. ✓ ✓ ✓ ✓	4
5.1.1	681 km ✓ ✓	2

Grade Mathematical Literacy Pmemorandum 2014

L Reisser



Grade Mathematical Literacy Pmemorandum 2014:

The Next Generation of Testing Hong Jiao, Robert W. Lissitz, 2015-11-01 The Race To The Top RTTP federal education policy fostered a new generation of state tests This policy advocated adopting common core standards which set a higher level of learning targets for students in the US K 12 education These standards are intended to assess higher order thinking skills and prepare students ready for college and career In the meantime they are aligned with those for international assessments which keep US students abreast of their international peers Furthermore the new generation of state tests requires the use of technology enhanced items to align student assessments with student learning environment Computer technology is indispensable to accomplish this goal Computer based tests related to common core standards are different from previous state computer based tests in two important aspects one is that the current version requires accurate assessment of students along all ability levels and the other is that it promotes the use of an efficient test delivery system essentially the use of computerized adaptive assessment in K 12 state testing programs In addition to providing summative information about student learning the new common core tests add formative assessment component in the whole assessment system to provide timely feedback to students and teachers during the process of student learning and teacher instruction As with its predecessor the new assessment policy also holds teachers and schools accountable for student learning With the requirements by the new federal education policy states formed two consortia Partnership for Assessment of Readiness for College and Careers PARCC and Smarter Balanced Assessment Consortium SBAC to develop assessments in alignment with the new common core standards This book is based on the presentations made at the Thirteenth Annual Maryland Assessment Research Center's Conference on The Next Generation of Testing Common Core Standards Smarter Balanced PARCC and the Nationwide Testing Movement Experts from the consortia and nationwide overviewed the intention history and the current status of this nationwide testing movement Item development test design and transition from old state tests to the new consortia tests are discussed Test scoring and reporting are specially highlighted in the book The challenges related to standard setting for the new test especially in the CAT environment and linking performance standards from state tests with consortium tests were explored The issues of utilizing the consortium test results to evaluate students college and career readiness is another topic addressed in the book The last chapters address the critical issue of validity in the new generation of state testing programs Overall this book presents the latest status of the development of the two consortium assessment systems It addresses the most challenging issues related to the next generation of state testing programs including development of innovative items assessing higher order thinking skills scoring of such items standard setting and linkage with the old state specific standards and validity issues This edited book provides a very good source of information related to the consortium tests based on the common core standards *Nurturing Your Child's Math and Literacy in Pre-K-Fifth Grade* Mary Mueller, Alisa Hindin, 2016-11-23 With recent changes in the curriculum and standards in

language arts and mathematics parents often are challenged to find ways to help their children be successful in their learning endeavors While parents want to be involved in their children s education they are often unsure of their role in their children s learning and the best ways to help their children to succeed academically Moreover with the changes in how math and literacy are being taught parents often struggle with helping even first grade children with their homework In this book we set out to alleviate this struggle by offering parents a resource they can use to navigate their child s education communicate with teachers and support their children in learning mathematics and literacy After providing an overview of the current educational climate and tips for communication with teachers we share strategies and suggestions parents can use to assist their children in language arts and mathematics We provide detailed descriptions of activities games books and conversations that connect with what children will be learning at each grade level

WISC-V Assessment and Interpretation Lawrence G. Weiss,Donald H. Saklofske,James A. Holdnack,Aurelio Prifitera,2015-06-08 The Wechsler Intelligence Scale is the most widely used intelligence test for children worldwide WISC V introduces new subtests composite scores process scores error scores and scaled scores as a more complex and accurate means of assessing cognitive abilities WISC V Assessment and Interpretation provides practical information for clinicians on selection of subtest measures administration and interpretation New subtests are described along with tips for accurate administration and scoring Full Scale IQ is identified as important for predicting relevant behaviors and primary index scores for characterizing the child s strengths and weaknesses Classroom indicators of low scores on each of these abilities are identified with suggested interventions accommodations and instructional strategies for low scorers Coverage includes ethnic differences for the Full Scale IQ and each primary index score along with evidence of the profound influence of parental attitudes and expectations Several other societal and contextual factors relevant to understanding racial ethnic differences are presented Two chapters review use of the WISC V for identifying learning disabilities testing of individuals with dyslexia and best practice recommendations to ensure accurate diagnosis and intervention Concluding chapters describe advances in the Q interactive system platform allowing administration of the WISC V on iPads and other tablets and how clinicians can tailor assessment using select WISC V subtests and features Authored by the creators of the WISC V Describes the new subtests revised test structure and test extensions Advises clinicians on test selection and custom tailoring of assessment measures Provides best practice recommendations for accurate administration and scoring Addresses electronic administration via tablets and comparison to print scores Reviews social contextual factors for understanding racial ethnic differences Translates scores to predict behaviors and identify child strengths and weaknesses Suggests interventions accommodations and instructional strategies for low scorers

WISC-V Lawrence G. Weiss,Donald H. Saklofske,James A. Holdnack,Aurelio Prifitera,2019-01-22 WISC V Clinical Use and Interpretation Second Edition provides practical information for clinicians on the selection of subtest measures along with their proper administration and interpretation Full Scale IQ is identified as

important for predicting relevant behaviors and primary index scores for characterizing the child's strengths and weaknesses. Classroom indicators of low scores on each of these abilities are identified with suggested interventions, accommodations, and instructional strategies for low scorers. Coverage includes ethnic differences for the Full Scale IQ and each primary index score along with evidence of the profound influence of parental attitudes and expectations. Several other societal and contextual factors relevant to understanding racial/ethnic differences are presented. Two chapters review use of the WISC V for identifying learning disabilities, testing of individuals with dyslexia, and best practice recommendations to ensure accurate diagnosis and intervention. Concluding chapters describe advances in the Q-interactive system platform allowing administration of the WISC V on iPads and other tablets and how clinicians can tailor assessment using select WISC V subtests and features. Authored by the creators of the WISC V. Describes the new subtests, revised test structure, and test extensions. Advises clinicians on test selection. Provides test result interpretation. Discusses clinical applications of test use.

PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematics and Financial Literacy

OECD, 2016-04-19. What is important for citizens to know and be able to do. The OECD Programme for International Student Assessment (PISA) seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills. *PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematics, Financial Literacy and Collaborative Problem Solving*. OECD, 2017-08-31. What is important for citizens to know and be able to do. The OECD Programme for International Student Assessment (PISA) seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills. **Oxford Handbook of Numerical Cognition**. Roi Kadosh, Ann Dowker, 2015-07-30. How do we understand numbers? Do animals and babies have numerical abilities? Why do some people fail to grasp numbers and how we can improve numerical understanding? Numbers are vital to so many areas of life in science, economics, sports, education, and many aspects of everyday life from infancy onwards. Numerical cognition is a vibrant area that brings together scientists from different and diverse research areas: e.g., neuropsychology, cognitive psychology, developmental psychology, comparative psychology, anthropology, education, and neuroscience, using different methodological approaches: e.g., behavioral studies of healthy children and adults and of patients, electrophysiology, and brain imaging studies in humans, single-cell neurophysiology in non-human primates, habituation studies in human infants and animals, and computer modeling. While the study of numerical cognition had been relatively neglected for a long time, during the last decade there has been an explosion of studies and new findings. This has resulted in an enormous advance in our understanding of the neural and cognitive mechanisms of numerical cognition. In addition, there has recently been increasing interest and concern about pupils' mathematical achievement in many countries, resulting in attempts to use research to guide mathematics instruction in schools and to develop interventions for children with mathematical difficulties. This handbook brings together the different research areas that make up the field of numerical cognition in one comprehensive

and authoritative volume The chapters provide a broad and extensive review that is written in an accessible form for scholars and students as well as educationalists clinicians and policy makers The book covers the most important aspects of research on numerical cognition from the areas of development psychology cognitive psychology neuropsychology and rehabilitation learning disabilities human and animal cognition and neuroscience computational modeling education and individual differences and philosophy Containing more than 60 chapters by leading specialists in their fields the Oxford Handbook of Numerical Cognition is a state of the art review of the current literature

Breaking the STEM Stereotype Amanda Alzena Sullivan,2019-10-21 Men continue to outnumber women in numerous technical STEM Science Technology Engineering and Math fields such as engineering and computer science Prior work demonstrates the importance of introducing girls to STEM content early on before gender stereotypes are ingrained However many parents and teachers are not sure how to do this in a developmentally appropriate and playful way Breaking the STEM Stereotype Reaching Girls in Childhood by Dr Amanda Sullivan Ph D explores the various social cultural and psychological reasons behind the persistent gender disparity between men and women in STEM fields By explaining the powerful role of stereotypes the media and experiences with peers and adults during the foundational early childhood years this book builds the case of early childhood being a critical time in development to reach girls Breaking the STEM Stereotype is set up in three parts Part 1 provides the current state of the gender divide in each aspect of STEM and explores why early childhood is a critical time to address this divide Part 2 explores gender identity development and gender stereotypes as well as the influences of the media advertising and adult and peer role models on young children Finally Part 3 arms readers with the knowledge they need to dispel gender stereotypes in STEM It provides suggestions on tools technologies and kits that can be used with young girls beginning in pre kindergarten It provides materials needed to design effective curricula and activities to engage girls with STEM in playful ways that build on their personal interests

Creating the Coding Generation in Primary Schools Steve Humble,2017-09-14 Creating the Coding Generation in Primary Schools sets out the what why and how of coding Written by industry innovators and experts it shows how you can bring the world of coding to your primary school practice It is packed with a range of inspirational ideas for the cross curricular teaching of coding from demystifying algebra in maths to teaching music to designing digital storytelling as well as an insight into the global movement of free coding clubs for young people such as CoderDojo and Girls Learning Code Key topics explored include what we mean by coding understanding and teaching computational thinking building pupils passion for and confidence with technologies artificial intelligence systems how gender impacts on coding STEM learning and Computer Science using Minecraft to improve pupil engagement fun projects using a Raspberry Pi Designed to be read from cover to cover or dipped into for ideas and advice Creating the Coding Generation in Primary Schools offers all teachers a deeper knowledge and understanding of coding that will help them support and inspire the coding generation It is cool to code

Competency-Based Education Rose L. Colby,2019-01-02

Competency Based Education introduces educators to a new model for anytime anywhere schooling and provides tools and curriculum resources for redesigning the traditional structures of K 12 schools Based on pioneering work across multiple states the book shows how educators can design central elements of competency based education including performance tasks personal learning plans and grading systems to meet the needs and interests of all students Rose L Colby provides critical tools for creating these elements in collaborative teams and engaging stakeholders such as educators parents and community members The book incorporates case studies and voices from the field and examines the variety of competency models that schools have adopted highlighting the benefits for students Competency Based Education provides a much needed resource at a time when states districts and schools are working to implement competency based models and experimenting with new accountability systems that include evidence of learning beyond standardized tests

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