



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. (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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Matsh Literacy Paper Grade 11

Rodrigues, Susan



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The Arithmetic Teacher, 1991 **Singapore Math and Science Education Innovation** Oon Seng Tan, Ee Ling Low, Eng Guan Tay, Yaw Kai Yan, 2021-08-04 This edited volume explores key areas of interests in Singapore math and science education including issues on teacher education pedagogy curriculum assessment teaching practices applied learning ecology of learning talent grooming culture of science and math vocational education and STEM It presents to policymakers and educators a clear picture of the education scene in Singapore and insights into the role of math and science education in helping the country excel beyond international studies such as PISA the pedagogical and curricula advancements in math and science learning and the research and practices that give Singaporean students the competitive edge in facing the uncertain and challenging landscape of the future *Research Handbook on Digital Sociology* Jan Skopek, 2023-03-02 Exploring the social implications of digital transformation as well as demonstrating how we might use digital transformation to further sociological knowledge this incisive Handbook provides an extensive overview of cutting edge research on the digital turn of modern society This title contains one or more Open Access chapters **Non-Linear Perspectives on Teacher Development** Kathryn J. Strom, Tammy Mills, Linda Abrams, 2023-03-21 Despite the multifaceted complexity of teaching dominant perspectives conceptualize teacher development in linear dualistic transactional human centric ways The authors in this book offer non linear alternatives by drawing on a continuum of complex perspectives including CHAT complexity theory actor network theory indigenous studies rhizomatics and posthuman neomaterialisms The chapters included here illuminate how different ways of thinking can help us better examine how teachers learn relationally with human material and discursive elements and offer ways to understand the entangled nature of the relationship between that learning and what emerges in classroom instructional practice They also present situated illustrations of what those entanglements or assemblages look like in the preservice induction and inservice phases from early childhood to secondary settings and across multiple continents Authors provide evidence that research on teacher development should focus on process as much if not more than product and show that complexity perspectives can support forward thinking assets based pedagogies Methodologically the chapters encourage conceptual creativity and expansion and support an argument for blurring theory method and normalising methodological hybridity Ultimately this book provides conceptual theoretical and methodological tools to understand current educational conditions in late capitalism and imagine otherwise It was originally published as a special issue of the journal Professional Development in Education **Psychological Studies in the Teaching, Learning and Assessment of Mathematics** Yiming Cao, Zsolt Lavicza, Shuhua An, Lianchun Dong, 2024-05-31 There is no doubt that the onset of a new decade has brought high expectations of academic progress for scholars especially for researchers in mathematics education The International Group for the Psychology of Mathematics Education was born in 1976 which focused on the international exchange of knowledge in the psychology of mathematics education the promotion

of interdisciplinary research with psychologists mathematicians and mathematics teachers and the development of the psychological aspects of teaching and learning mathematics and its implications **Inspiring Ideas to Support Early Maths and Literacy** Janet Rees, 2016-02-05 Inspiring Ideas to Support Early Maths and Literacy takes a play based approach and draws on popular stories and rhymes to cover the key areas of mathematics and literacy Full of practical tried and tested ideas for developing understanding in mathematics and literacy this book aims to help practitioners make these areas of learning exciting and meaningful for young children Each chapter shows how learning can be reinforced and brought to life through resources made from everyday materials providing children with an enjoyable and positive learning experience Key features include clear instructions and full colour photographs on how to make practical resources for indoor and outdoor environments vocabulary lists for inspiration and ideas for developing a new play space or overhauling an existing space key questions to consider when planning and designing an indoor or outdoor play space links to the Early Years Foundation Stage that will guide the development of a future playground and challenge providers to enhance their practice This practical resource will be essential reading for primary teachers early years practitioners students and all those interested in developing young children s confidence in mathematics and literacy **Resources in Education** , 2001

Teaching and Learning in Maths Classrooms Chiara Andrà, Domenico Brunetto, Esther Levenson, Peter Liljedahl, 2017-05-03 The book presents a selection of the most relevant talks given at the 21st MAVI conference held at the Politecnico di Milano The first section is dedicated to classroom practices and beliefs regarding those practices taking a look at prospective or practicing teachers views of different practices such as decision making the roles of explanations problem solving patterning and the use of play Of major interest to MAVI participants is the relationship between teachers professed beliefs and classroom practice aspects that provide the focus of the second section Three papers deal with teacher change which is notoriously difficult even when the teachers themselves are interested in changing their practice In turn the book s third section centers on the undercurrents of teaching and learning mathematics which can surface in various situations causing tensions and inconsistencies The last section of this book takes a look at emerging themes in affect related research with a particular focus on attitudes towards assessment The book offers a valuable resource for all teachers and researchers working in this area *Teaching Mathematics Creatively* Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths

outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom [Connect](#) ,1998

Helping Children Learn Mathematics Robert Reys,Mary Lindquist,Diana V. Lambdin,Nancy L. Smith,Anna Rogers,Audrey Cooke,Sue Bennett,Bronwyn Ewing,John West,2020-01-21 The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text **Educational Research**

and Innovation Critical Maths for Innovative Societies The Role of Metacognitive Pedagogies Mevarech Zemira,Kramarski Bracha,2014-10-28 This report looks at a number of published studies on mathematics education that try to understand which education and skills are appropriate for innovative societies **Passing the Literacy Skills Test** Jim Johnson,Bruce Bond,2015-02-16 This book is fantastic and has been purchased by many of our students who have subsequently passed the skill test Sarah Martin Denham Faculty of Education and Society University of Sunderland All applicants to Initial Teacher Training in England need to PASS the QTS Literacy Skills Test before starting their course This professional skills test is designed to ensure trainee teachers have a sound grasp of literacy skills such as comprehension and spelling and how to apply these in practice This popular and widely recommended book outlines all of the requirements of the QTS Literacy Skills Test explains the essential subject knowledge candidates need and includes practice questions for test preparation This fourth edition co written by an author of the test itself is updated throughout and now includes a full practice test more practice questions and more question and answer commentary This is more than a collection of practice questions It includes advice tips test commentary and guidance to help students pass first time It helps students to familiarise yourself with the skills and knowledge to be tested fully understand the format and structure of the literacy skills test know what to expect on the day of the test HOW TO USE THIS BOOK For the purposes of the test literacy is seen as comprising the four sections Spelling Punctuation Grammar and Comprehension Each section has its own chapter There you will find an explanation of the knowledge required examples of the features of literacy being tested and explicitly direction about what to do in the test There are practice questions for each section Chapter 5 is a complete literacy practice skills test for you to work through and Chapter 6 contains answers and explanatory key points for all the questions in the main chapters

and for the practice test Revision checklist You can use the checklist in your revision to make sure that you have covered all the key content areas

Improving Maths and English in Further Education: A Practical Guide Jonathan Kay, 2021-06-04 Improving Maths and English in Further Education provides a strategic practical and easily applied toolkit for teachers and leaders as they work with students to gain core skills The book highlights the unique challenges that are faced within the sector and the value of embedding college wide literacy and numeracy for success providing a range of strategies to resolve challenges Structured to make sure that there is always an alternative approach method or suggestion the book allows the reader to choose the steps that suit their context best Each chapter looks at the key priorities Identifies a range of potential solutions to a challenge faced in FE Acknowledges potential implementation pitfalls and remedies Suggests practical takeaways key considerations and next steps Teachers and staff within further and Post 16 education will find this an essential resource for supporting students studying maths and English Teachers and leaders from curriculum areas across the sector will find scenarios and anecdotes that resonate in this book timetabling accountability motivation a must read Catherine Sezen Senior Policy Manager FE This is an interesting and engaging read from Jonny who has produced a book that brings together contemporary educational literature with a personal and honest take on leading and teaching English and Maths in FE Steven Wallis Executive Director Quality NCG This book caters for the many different voices people and characters in FE it does exactly what it says on the tin It will give you all the tools for a great job with an evidence base to boot Julia Smith tessmaths Jonathan Kay has managed and led English and maths departments in Further Education since 2017 as well as working as consultant for the Association of Colleges and Lead English Expert and examiner for a leading exam board Jonathan has also previously worked as an English teacher 2nd in Department and Head of English in a range of Secondary schools

Bulletin of the Atomic Scientists, 1972-10 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin's iconic Doomsday Clock stimulates solutions for a safer world *Study and Master Mathematical Literacy Grade 11 CAPS Study Guide* Cornelia G. Turner, Claudia Bischofberger, 2014-08-07

The Armed Forces Covenant in action? Great Britain: Parliament: House of Commons: Defence Committee, 2013-07-18 A series of Ofsted inspections on Army Apprenticeships conducted in 2013 rated the overall effectiveness as good This was an improvement over the last inspection in 2009 rated as satisfactory now called requires improvement Some 28 per cent of Army recruits were less than 18 years of age Further information is needed on why the Army is so dependent on recruiting personnel under the age of 18 years compared to the other two Services and whether steps are being taken to reduce this dependency Of those recruited in 2012 35 per cent of the Army were rated at entry level 2 for literacy that of a 7 to 8 year old and 39 per cent had a literacy level of an eleven year old If as the MoD states it has to recruit personnel at whatever level of attainment is available then it should boost remedial action when recruitment entry standards are particularly low In light of changes

brought about by Future Force 2020 it may be that recruiting personnel with higher levels of attainment would better meet the future needs of the Armed Forces Whilst the Committee recognises that some recruits may not be eager to take further academic exams the MoD should encourage more recruits to undertake English and Maths GCSEs which would stand them in good stead for future employment The MoD has carried out some useful pilot projects with paramedic training and should identify more potential projects to ensure that vital skills paid for by the MoD are not lost to the country **Multiple**

Literacy and Science Education: ICTs in Formal and Informal Learning Environments Rodrigues, Susan, 2009-12-31

This book explores various learning mediums and their consequences within a classroom context to synchronize understanding within the schooling fields Provided by publisher *(Free version) Abacus & Mental Arithmetic Course Book* Mathewmatician, All four arithmetic examples and exercises are provided with detailed and smooth versions of video teaching It is suitable to Children with strong self learning ability Parents who train their children on their own Kindergarten or Primary school teacher Students majoring in early childhood education or elementary education in universities and colleges Those who are interested in becoming an abacus and mental arithmetic teacher or are interested in running an abacus and mental arithmetic class [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

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