

GRADE 12 MATHEMATICAL LITERACY MARCH TEST

QUESTION 1

Jane calculated her total tax paid for the previous year. It came down to the following:

P.A.Y.E (Income Tax) RS4215.00 Estimated VAT on groceries R 5454.20

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She further determined that she received tax rebates to the value of RS432.80.

1.3 What is a fac reporte? (2)

A Disable principle of the School School 2

LS Transfer A confusion Acquirite to (2)

QUESTION 2

Use the tariff system below to answer the questions that follow:

Electricity residential	Tariff for 2023/34	Increase
	c/Wh	10.0%
1 to 100 kWh	241,37	15,1%
101 to 400 kWh.	282,47	25,1%
401 to 650 kWh	307.75	15,1%
650 kMh and more	331.76	15.1%

2.1	What is a Sett 5,00em?	(2)
2.2	Determine the cost (in rands)	(2)
2.3	Production, sold and design violation point	(5)
2.4	As a majoriti schillion personali in 12500000	(5)
11/2	p N	ACREMISED :

2.5 Suggest ONE way in which the Schmidt family can save on their electricity bill.

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QUESTION 3

217 100

(D)

Principal

3.1 Tony needs to buy a lagrop for school. He is looking at the following options:

Option 1	Option 2	Option 3
Cash: R3999,30	Hire Purchase:	Hire Purchase:
	R354pm for 24 months with	R202pm for 36 months with
	R2000 deposit	R2500 deposit

311 Orleaning Co.

217 @

213 Kanagaran and Antonio (2)

3.2 In order to make money to fund his laptop, Tony decides to give swimming lessons in his neighbours' pool. His neighbour charges him RSSO per month for using his pool. His other variable expenses add up to around RTSO per month. Tony breaks even if he has seven swimming lessons per month.

3.2.2 Present the given information on a break-even analysis graph.

Accept to the comment of the property of the control of the contro

3.3 Tony buys bod and a cooldrink at the school tuck shop. His options are:

Burger Coke Toakted Sandwich Fanta Hoolog

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Knowledge, Curriculum and Equity Brian Barrett, Ursula Hoadley, John Morgan, 2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data Knowledge Curriculum and Equity Social Realist Perspectives contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all **Assessing Writing to Support Learning** Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide

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