

# P.1 MATHEMATICAL LITERACY



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# MEMO-2024

## G.12

NATIONAL  
SENIOR CERTIFICATE

QUESTION 1

1.1

Each person who is entitled to R100 000. Your special award will be held at a special event, starting at 18:00.

TABLE 1: A table showing some of the budgeted expenses for the party.

TABLE 1: BUDGETED EXPENSES FOR THE PARTY	
Cost of the venue	R150 000 (one-time fee for the day)
Food and drink	R120 000 (one-time fee for the day)
Decorations	R80 000
Entertainment	R100 000
Transportation	R100 000 (one-time fee for the day)
Other	R100 000 (one-time fee for the day)
Total	R650 000

Use TABLE 1 and the information above to answer the questions that follow.

1.1.1 The table below represents the cost of food for the party.

TABLE 1.1: COST OF FOOD FOR THE PARTY										
Number of people	1	2	3	4	5	6	7	8	9	10
Cost (R)	4 000	6 000	8 000	10 000	12 000	14 000	16 000	18 000	20 000	22 000

QUESTION 2



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# Gauteng 2014 Mathematical Literacy Final Exam Paper

**Brian Levy, Robert Cameron, Ursula  
Hoadley, Vinothan Naidoo**



## **Gauteng 2014 Mathematical Literacy Final Exam Paper:**

**Twenty Years of Education Transformation in Gauteng 1994 to 2014** Felix Maringe, Martin Prew, 2015-05-05

Twenty Years of Education Transformation in Gauteng 1994 to 2014 An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994 These essays talk to what a provincial education department does and how and why it does these things whether it be about policy resourcing or implementing projects Each essay is written by one or more specialist in the relevant focus area The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years both nationally and provincially There has been no attempt to fit the books chapters into a particular ideological or educational paradigm and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years

**The Politics and Governance of Basic Education** Brian Levy, Robert Cameron, Ursula Hoadley, Vinodhan Naidoo, 2018-09-05 This is an open access title available under the terms of a CC BY NC ND 4.0 International licence It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations All over the world economic inclusion has risen to the top of the development discourse A well performing education system is central to achieving inclusive development but the challenge of improving educational outcomes has proven to be unexpectedly difficult Access to education has increased but quality remains low with weaknesses in governance comprising an important part of the explanation The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education Using the vivid example of South Africa a country that had ambitious goals at the outset of its transition from apartheid to democracy it explores how the interaction of politics and institutions affects educational outcomes By examining lessons learned from how South Africa failed to achieve many of its goals it constructs an innovative alternative strategy for making process combining practical steps to achieve incremental gains to re orient the system towards learning

**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

**Stem, steam, computational thinking and coding: Evidence-based research and practice in**

**children's development** Stamatios Papadakis, Michail Kalogiannakis, Ali Ibrahim Can Gözümlü, 2023-03-13      **Psychology and Mathematics Education** Gila Hanna, Laura Macchi, Karin Binder, Laura Martignon, Katharina Loibl, 2023-09-05

Modern Mathematics is constructed rigorously through proofs based on truths which are either axioms or previously proven theorems. Thus it is par excellence a model of rational inquiry. Links between Cognitive Psychology and Mathematics Education have been particularly strong during the last decades. Indeed the Enlightenment view of the rational human mind that reasons makes decisions and solves problems based on logic and probabilities was shaken during the second half of the twentieth century. Cognitive psychologists discovered that humans' thoughts and actions often deviate from rules imposed by strict normative theories of inference. Yet these deviations should not be called errors as Cognitive Psychologists have demonstrated these deviations may be either valid heuristics that succeed in the environments in which humans have evolved or biases that are caused by a lack of adaptation to abstract information formats. Humans as the cognitive psychologist and economist Herbert Simon claimed do not usually optimize but rather satisfice even when solving problem. This Research Topic aims at demonstrating that these insights have had a decisive impact on Mathematics Education. We want to stress that we are concerned with the view of bounded rationality that is different from the one espoused by the heuristics and biases program. In Simon's bounded rationality and its direct descendant ecological rationality, rationality is understood in terms of cognitive success in the world: correspondence rather than in terms of conformity to content free norms of coherence e.g. transitivity.

**Children's Competencies Development in the Home Learning Environment** Frank Niklas, Caroline Cöhrssen, Simone Lehrl, Amy R. Napoli, 2021-08-02      [ECEL 2022 21st European Conference on e-Learning](#) Panagiotis Fotaris, Andrew Blake, 2022-10-27      [Multidisciplinary Approaches to Understanding Early Development of Spatial Skills: Advances in Linguistic, Behavioral, and Neuroimaging studies](#) Hui Li, Jin Sun, Xiao Zhang, 2021-06-04      [Women in STEM Education](#) Lisbet Rønningsbakk, Karen Blackmore, 2023-12-05

We are delighted to present the inaugural Women in Education series of article collections. At present less than 30% of researchers worldwide are women. Long standing biases and gender stereotypes are discouraging girls and women away from science related fields and from pursuing a career in academia and in different professional environments especially when linked to STEM fields. Science and gender equality are however essential to ensure sustainable development in all disciplines. In order to change traditional mindsets gender equality must be promoted: stereotypes defeated and girls and women should be encouraged to pursue academic careers. Therefore Frontiers in Education is proud to offer this platform to promote the work of women scientists, educators and professionals across all fields of STEM Education. Female representation still needs to be improved in key roles in the field and the way in which an equitable education contributes to fairer and less biased academic and professional environments worldwide should be more investigated. The work presented here highlights the diversity of research performed across the entire breadth of STEM Education research and presents advances in theory, experiment and methodology with applications to compelling problems.

Understanding Trajectories and Promoting Change From Early to Complex Skills in Typical and Atypical Development: A Cross-Population Approach Alessandra Sansavini, Annalisa Guarini, Melissa Libertus, Klaus Libertus, Mariagrazia Benassi, Jana Iverson, 2021-03-30

Policy Practice and Digital Science Marijn Janssen, Maria A. Wimmer, Ameneh Deljoo, 2015-06-03

The explosive growth in data computational power and social media creates new opportunities for innovating the processes and solutions of Information and communications technology ICT based policy making and research To take advantage of these developments in the digital world new approaches concepts instruments and methods are needed to navigate the societal and computational complexity This requires extensive interdisciplinary knowledge of public administration policy analyses information systems complex systems and computer science This book provides the foundation for this new interdisciplinary field in which various traditional disciplines are blending Both policy makers executors and those in charge of policy implementations acknowledge that ICT is becoming more important and is changing the policy making process resulting in a next generation policy making based on ICT support Web 2 0 and even Web 3 0 point to the specific applications of social networks semantically enriched and linked data whereas policy making has also to do with the use of the vast amount of data predictions and forecasts and improving the outcomes of policy making which is confronted with an increasing complexity and uncertainty of the outcomes The field of policy making is changing and driven by developments like open data computational methods for processing data opining mining simulation and visualization of rich data sets all combined with public engagement social media and participatory tools

*Handbook of Item Response Theory* Wim J. van der Linden, 2017-12-15

Drawing on the work of internationally acclaimed experts in the field *Handbook of Item Response Theory Volume 3 Applications* presents applications of item response theory to practical testing problems While item response theory may be known primarily for its advances in theoretical modeling of responses to test items equal progress has been made in its providing innovative solutions to daily testing problems This third volume in a three volume set highlights the major applications Specifically this volume covers applications to test item calibration item analysis model fit checking test score interpretation optimal test design adaptive testing standard setting and forensic analyses of response data It describes advances in testing in areas such as large scale educational assessment psychological testing health measurement and measurement of change In addition it extensively reviews computer programs available to run any of the models and applications in Volume One and Three Features Includes contributions from internationally acclaimed experts with a history of advancing applications of item response theory Provides extensive cross referencing and common notation across all chapters in this three volume set Underscores the importance of treating each application in a statistically rigorous way Reviews major computer programs for item response theory analyses and applications Wim J van der Linden is a distinguished scientist and director of research and innovation at Pacific Metrics Corporation Dr van der Linden is also a professor emeritus of measurement and data analysis at the University of Twente His research interests include test theory

adaptive testing optimal test assembly parameter linking test equating and response time modeling as well as decision theory and its applications to problems of educational decision making *Digital Skills and Life-long Learning: Digital Learning as a New Insight of Enhanced Learning by the Innovative Approach Joining Technology and Cognition* Dina Di Giacomo, Pierpaolo Vittorini, Pilar Lacasa, 2019-03-01 Recently technology and aging have been key research areas in human cognition The Research Topic Digital Skills and Life long Learning Digital Learning as a New Insight of Enhanced Learning by the Innovative Approach Joining Technology and Cognition investigated technology s impact on cognitive and intellectual processes highlighting how intensively technology can change and or enhance the cognitive functioning throughout one s lifespan The aim of this Research Topic was to provide an outlook through multidisciplinary research and development while addressing the dynamic intersection of cognition mind and technology Our scope was 1 to favor the cognitive technology debate 2 to overcome the dichotomies of technology and psychology 3 to emphasize the advances in knowledge and well being This Research Topic comprises review studies and original articles focused on digital skills that enhance human potential Transversal approaches and cross sectorial analysis were encouraged leading to investigation areas related to cognitive and mental processing in educational rehabilitation clinical settings across aging Articles of high relevance to the Research Topic were submitted on the subjects of a research in human performance and human factors b new research and technologies addressing the needs of a growing populace and c cognitive aging and cognitive rehabilitation research *The Connection Between Mathematical and Reading Abilities and Disabilities* Shelley Shaul, Joanna Christodoulou, Maria T. Sikkema-de Jong, 2022-05-03 **What Big Data Can Tell Us About the Psychology of Learning and Teaching** Ronnel B. King, Jiesi Guo, Ching Sing Chai, 2022-03-09 **Growing up in a Digital World - Social and Cognitive Implications** Mikael Heimann, Adriana Bus, Rachel Barr, 2021-11-30 Exploring Lifespan Development Laura E. Berk, 2022-07-26 Exploring Lifespan Development Fourth Edition the essentials version of Development Through the Lifespan Seventh Edition by best selling author Laura E Berk includes the same topics the same number of chapters and the same outstanding features with a focus on the most important information and a greater emphasis on practical real life applications Mathematical and Statistics Anxiety: Educational, Social, Developmental and Cognitive Perspectives Kinga Morsanyi, Irene Cristina Mammarella, Denes Szűcs, Carlo Tomasetto, Caterina Primi, Erin Anne Maloney, 2017-01-19 Mathematical anxiety is a feeling of tension apprehension or fear which arises when a person is faced with mathematical content The negative consequences of mathematical anxiety are well documented Students with high levels of mathematical anxiety might underperform in important test situations they tend to hold negative attitudes towards mathematics and they are likely to opt out of elective mathematics courses which also affects their career opportunities Although at the university level many students do not continue to study mathematics social science students are confronted with the fact that their disciplines involve learning about statistics another potential source of anxiety for students who are uncomfortable with dealing with numerical content

Research on mathematical anxiety is a truly interdisciplinary field with contributions from educational developmental cognitive social and neuroscience researchers The current collection of papers demonstrates the diversity of the field offering both new empirical contributions and reviews of existing studies The contributors also outline future directions for this line of research

### **Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications**

Management Association, Information Resources,2019-10-11 As teaching strategies continue to change and evolve and technology use in classrooms continues to increase it is imperative that their impact on student learning is monitored and assessed New practices are being developed to enhance students participation especially in their own assessment be it through peer review reflective assessment the introduction of new technologies or other novel solutions Educators must remain up to date on the latest methods of evaluation and performance measurement techniques to ensure that their students excel Learning and Performance Assessment Concepts Methodologies Tools and Applications is a vital reference source that examines emerging perspectives on the theoretical and practical aspects of learning and performance based assessment techniques and applications within educational settings Highlighting a range of topics such as learning outcomes assessment design and peer assessment this multi volume book is ideally designed for educators administrative officials principals deans instructional designers school boards academicians researchers and education students seeking coverage on an educator s role in evaluation design and analyses of evaluation methods and outcomes

Theories of Learning Debra McGregor,2025-04-26 To be a successful teacher or student of education it is crucial to acknowledge the learning process This book explains major learning theories how they have developed what beliefs and evidence they have been based upon and what they mean for teachers practice Key areas considered include How different theories including behaviourism constructivism cognitivism and social culturalism offer alternate perspectives about learning Detailed case studies in a range of school contexts show how theoretical considerations play out in real situations How a deeper understanding of learning theory can enhance your professional teacher knowledge and practice The book also includes a range of practical tasks and questions for consideration to encourage deeper reflection about teaching and learning processes This is essential reading for anyone training to teach in primary and secondary education Education Studies students and teachers seeking to refresh their knowledge and understanding of different perspectives of learning Debra McGregor is Professor in Education at Oxford Brookes University

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