



MARKS: 60

This memorandum consists of 3 pages.

Important information:

1. Give full marks for answers only, unless otherwise stated.
2. Accept any alternative correct solution that is not included in the memorandum.
3. CA refers to consistent accuracy. See clarification in question 8.1

Question	Expected Answer	Clarification	Mark allocation	Total
1.	1.1 B ✓ 1.2 D ✓ 1.3 C ✓ 1.4 B ✓ 1.5 C ✓ 1.6 B ✓ 1.7 A ✓ 1.8 B ✓		1 1 1 1 1 1 1 1	8
2.	2.1 33 755 ✓ 2.2 100 000 ✓		1 1	2
3.	200 000 or 2 Hundred Thousand or 2HTh ✓		1	1
4.	< ✓		1	1
5.	9 ✓		1	1
6.	19 ✓ 25 ✓	(Rule 3 = $2 \times 1 + 1$ $5 = 2 \times 2 + 1$ $7 = 2 \times 3 + 1$ $19 = 2 \times 9 + 1$ $25 = (51 - 1) \div 2$)	1 1	2
7.	7.1 True ✓ 7.2 False ✓ 7.3 True ✓		1 1 1	3
8.	8.1 $\begin{array}{r} 11\,523 \\ 21\,275 \\ + 7\,356 \\ \hline 40\,154 \end{array}$ ✓ or $\begin{array}{l} 11\,523 = 10\,000 + 1\,000 + 500 + 20 + 3 \\ 21\,275 = 20\,000 + 1\,000 + 200 + 70 + 5 \\ + 7\,356 = 7\,000 + 300 + 50 + 6 \\ \hline \text{Sum} = 40\,000 + \quad + 100 + 50 + 4 \\ = 40\,154 \end{array}$ ✓ or $\begin{array}{l} 10\,000 + 1\,000 + 500 + 20 + 3 + 20\,000 + 1\,000 + 200 + \\ 70 + 5 + 7\,000 + 300 + 50 + 6 \\ = 10\,000 + 20\,000 + 1\,000 + 1\,000 + 7\,000 + 500 + 200 \\ + 300 + 20 + 70 + 50 + 3 + 5 + 6 \\ = 40\,000 + 100 + 50 + 4 \\ = 40\,154 \end{array}$ ✓ 8.2 $\begin{array}{r} 69\,157 \\ -17\,239 \\ \hline 51\,918 \end{array}$ ✓	Arrangement of values: 1 mark Correct answer: 1 mark $\begin{array}{r} 11\,523 \\ 21\,275 \\ + 7\,356 \\ \hline 106\,358 \end{array}$ X 1 mark for CA	2 2	

Mathematics Memorandum Grade 2014

L Darling-Hammond



Mathematics Memorandum Grade 2014:

Caught in the Act Cyril Julie, Lorna Holtman, Charles R. Smith, 2019-12-11 The research reported in *Caught in the Act* draws together the insights gained from a continuous professional development initiative for high school mathematics teachers teaching in low socio economic status and socially challenged environments in South Africa The chapters show the possibilities for enhancing achievement in school mathematics if a strength based approach is adopted to develop teaching with teachers and when their concerns are taken seriously The book demonstrates that the ecological relevance fitness for the context in which teachers are teaching of the goods developed and distributed by initiatives should be a major consideration to offer hope for sustainable implementation to improve school mathematics education The book is of interest to mathematics teachers school leaders mathematics curriculum advisors policy makers and researchers Math Instruction for Students with Learning Difficulties Susan Perry Gurganus, 2021-11-29 This richly updated third edition of *Math Instruction for Students with Learning Difficulties* presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction Mobile Learning and Mathematics Helen Crompton, John Traxler, 2015-02-11 *Mobile Learning and Mathematics* provides an overview of current research on how mobile devices are supporting mathematics educators in classrooms across the globe Through nine case studies chapter authors investigate the use of mobile technologies over a range of grade levels and mathematical topics while connecting chapters provide a strong foundational background in mobile learning theories instructional design and learner support For current educators *Mobile Learning and Mathematics* provides concrete ideas and strategies for integrating mobile learning into their mathematics instruction for example by sharing resources that will help implement Common Core State Standards or by streamlining the process of selecting from the competing and often confusing technology options currently available A cutting edge research volume this collection also provides a springboard for educational researchers to conduct further study *Handbook of Research on Teacher Practices for Diverse Writing Instruction* Hodges, Tracey S., 2022-05-20 The art and practice of writing is complex and multidimensional students often apply unique writing styles As such educators must apply focused teaching methods to nurture these unique forms of writing Educators must stay up to date with the practices for diverse writing instruction in order to best engage with a diverse classroom However resources related to writing typically do not focus on the depth and

breadth of writing and there is a need for a resource that offers a comprehensive look at diverse writing instruction research. The Handbook of Research on Teacher Practices for Diverse Writing Instruction provides a rich discussion of the issues, perspectives, and methods for writing instruction currently in use, with an added lens focusing on diversity and equity. It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting. Covering topics such as student motivation, curriculum development, and content area instruction, this major reference work is an essential resource for preservice teachers, faculty, and administration of K-12 and higher education academic libraries, government officials, school boards, researchers, and academicians.

CBSE Class 12 Mathematics Chapter-wise Question Bank - NCERT + Exemplar + PAST 15 Years Solved Papers 8th Edition Disha Experts, 2022-08-02. The thoroughly updated 8th Edition of the book *CBSE Class 12 Mathematics Chapter wise Question Bank NCERT Exemplar PAST 15 Years Solved Papers* provides Step by step Chapter wise Solutions to the 3 Most Important requirements of the students. The book is divided into 3 sections: Section 1 NCERT Exercise consists of solutions to all Intext and chapter exercises; Section 2 Past Year Questions of Past 13 years with Solutions; Section 3 Exemplar Problems Solutions to select NCERT Exemplar problems. The Book will prove to be a One Stop Question Bank for CBSE Exams.

Math Instruction for Students with Learning Problems Susan Perry Gurganus, 2017-02-24. *Math Instruction for Students with Learning Problems* Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK-12 teachers. This core textbook addresses teacher and student attitudes toward mathematics as well as language issues, specific mathematics disabilities, prior experiences, and cognitive and metacognitive factors. The material is rich with opportunities for class activities and field extensions, and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis.

PLC at Work® and Your Small School Breez Longwell Daniels, 2020-07-07. Small schools can have a big impact. With the guidance of author Breez Longwell Daniels, an award winning principal in Wyoming, you will learn how to build a successful professional learning community PLC in your small school. The resource addresses every key aspect of a PLC at Work system and outlines how to drive immense academic success while staying true to your school's small town roots. Use this resource to implement a PLC that ensures high levels of learning for every student in your small school. Learn how to define your school's mission and vision in a way that both centers the school's role within the community and builds a foundation for a strong PLC. Become familiar with how to develop a strong PLC school system in a small school or rural area that contains many singleton and shared teachers. Learn how to effectively collect and use data to increase the effectiveness of your PLC system. Study the research and real world examples that support the strategies and concepts introduced in the book to help students meet their academic goals.

Contents: Introduction Chapter 1 Breaking With Tradition Chapter 2 Establishing a Vision Chapter 3 Structuring Time Chapter 4 Building Your Culture Chapter 5 Supporting Collaboration Chapter 6 Using Data Chapter 7

Overcoming Barriers Chapter 8 Celebrating Success Epilogue Appendix Artifacts From Thermopolis Middle School

References and Resources Building the Foundation: Whole Numbers in the Primary Grades Maria G. Bartolini Bussi,Xu Hua Sun,2018-03-29 This twenty third ICMI Study addresses for the first time mathematics teaching and learning in the primary school and pre school setting while also taking international perspectives socio cultural diversity and institutional constraints into account One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level Accordingly a focus area that is central to the discussion was chosen together with a number of related questions The broad area of Whole Number Arithmetic WNA including operations and relations and arithmetic word problems forms the core content of all primary mathematics curricula The study of this core content area is often regarded as foundational for later mathematics learning However the principles and main goals of instruction on the foundational concepts and skills in WNA are far from universally agreed upon and practice varies substantially from country to country As such this study presents a meta level analysis and synthesis of what is currently known about WNA providing a useful base from which to gauge gaps and shortcomings as well as an opportunity to learn from the practices of different countries and contexts *Teaching and Learning Secondary School Mathematics* Ann Kajander,Jennifer Holm,Egan J Chernoff,2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada The chapters address topics of broad applicability such as technology in learning mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step **Transformational Change Efforts: Student Engagement in Mathematics through an Institutional Network for Active Learning** Wendy M. Smith,Matthew Voigt,April Ström,David C. Webb,W. Gary Martin,2021-05-05 The purpose of this handbook is to help launch institutional transformations in mathematics departments to improve student success We report findings from the Student Engagement in Mathematics through an Institutional Network for Active Learning SEMINAL study SEMINAL s purpose is to help change agents those looking to or currently attempting to enact change within mathematics departments and beyond trying to reform the instruction of their lower division mathematics courses in order to promote high achievement for all students SEMINAL specifically studies the change mechanisms that allow postsecondary institutions to incorporate and sustain active learning in Precalculus to Calculus 2 learning environments Out of the approximately 2 5 million students enrolled in collegiate mathematics courses

each year over 90% are enrolled in Precalculus to Calculus 2 courses Forty four percent of mathematics departments think active learning mathematics strategies are important for Precalculus to Calculus 2 courses but only 15 percent state that they are very successful at implementing them Therefore insights into the following research question will help with institutional transformations What conditions strategies interventions and actions at the departmental and classroom levels contribute to the initiation implementation and institutional sustainability of active learning in the undergraduate calculus sequence Precalculus to Calculus 2 across varied institutions

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