

Grade 12 Mathematical Literacy: Question Paper 1

MARKS: 150

TIME: 3 hours

QUESTION 1

- 1.1 On a given day, the bank advertises the Rand : Euro exchange rate as 1 : 0,0868.
How many Euros can you buy with R 5 000,00 on this day? (3)
- 1.2 A house plan is drawn using a 1 : 75 scale
1.2.1 The front door is 2,4 cm tall on the plan. How tall is the door in reality? (3)
1.2.2 The plot of land on which the house is being built is 14 m wide. What is the corresponding length on the plan? (3)
- 1.3 The conversion table below is used to convert between the shoe sizes of different systems. Refer to this table to answer the questions that follow.

System		Sizes												
Europe		35	35½	36	37	37½	38	38½	39	40	41	42	43	44
Japan	M	21,5	22	22,5	23	23,5	24	24,5	25	25,5	26	26,5	27,5	28,5
	W	21	21,5	22	22,5	23	23,5	24	24,5	25	25,5	26	27	28
U.K.	M	3	3½	4	4½	5	5½	6	6½	7	7½	8	8½	9½
	W	2½	3	3½	4	4½	5	5½	6	6½	7	7½	8	9½
Inches		9	9½	9½	9½	9½	9½	9½	9½	10	10½	10½	10½	10½
Centimeters		22,8	23,1	23,5	23,8	24,1	24,5	24,8	25,1	25,4	25,7	26	26,7	27,3

- 1.3.1 What is the European equivalent of a UK (W) size 5 shoe? (2)
1.3.2 What shoe size would a Japanese man with a size 24 foot ask for in the U.K. (2)
1.3.3 The standard inch : cm conversion rate is 1 : 2,54 cm. According to the table 9½ inches = 23,8 cm. Is this correct? Show your working (3)
- 1.4 The box and whisker plot below represents the batting averages of the 160 cricketers who have batted in T20 matches since 1 January 2009. Answer the questions that are based on the plot.



- 1.4.1 What is the name given to the two data points with value 57 and 57,33? (2)
1.4.2 How many players have a batting average that is less than 6,25? (2)
1.4.3 What must a batsman's batting average be for him to be in the top quartile? (2)
1.4.4 Jaques Kallis is the South African with the highest batting average. If his average is 48,4, how does he compare with the other batsmen? (2)

[24]

Maths Paper Grade 12 March 2014

Marcel A. Müller



Maths Paper Grade 12 March 2014:

Assessing Academic Literacy in a Multilingual Society Albert Weideman, John Read, Theo du Plessis, 2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

Teacher Education in Professional Learning Communities Xuefeng Huang, 2018-06-20 This book explores the unique experiences of a sister school network in Canada and China contextualized through the lens of the Reciprocal Learning Project which supports the relationship between a school network and teacher education exchange program of two countries. Huang uses theoretical viewpoints from teacher learning and comparative education research to analyse and interpret what has happened in the emerging cross cultural school network. The book juxtaposes teacher learning and comparative education research from Shanghai and Ontario as teachers in the two places interact and provides detailed descriptions of teacher collaboration to show how these collaborations were initiated, developed and sustained as well as the impact brought about from these collaborations. The book offers a unique opportunity to examine how Canadian and Chinese teachers receive and react to opportunities of cross cultural collaboration and learning.

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.

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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

Teaching for Numeracy Across the Age Range Peter Stuart Westwood, 2021-08-10 This book provides an introduction to what it means to be numerate and how numeracy can best be developed and nurtured in children and in adults. It also presents a cohesive coverage of numeracy development from early childhood to adulthood. This book draws on international research and practice to provide a comprehensive overview on the topic. It depicts and draws connections with the National Curriculum in the United Kingdom, the Australian Curriculum and the Common Core State Standards in the United States. This book identifies skills and concepts involved in achieving functional numeracy and provides practical advice on effective teaching, learning and assessment. It serves as a valuable guide to educators who teach mathematics in primary and secondary schools but who are not specifically trained in the subject.

Understanding Employer Engagement in Education Anthony Mann, Julian Stanley, Louise Archer, 2014-05-30 This collection focuses on employer engagement in education: how it is delivered and the differentiated impact it has on young people in their progression through schooling and higher education into the labour market. The focus is not narrowly on vocational or technical education or work-related learning but on how employer engagement e.g. work experience, internships, careers education, workplace visits, mentoring, enterprise education etc. influences the experiences and outcomes of the broad range of young people across mainstream academic learning programmes. The essays explore the different ways in which education can support or constrain social mobility and in particular how employer engagement in education can have significant impact upon social mobility, both positive and negative. Leading international contributors examine issues surrounding employer engagement and social mobility: conceptualisations of employer engagement, trends in social mobility, employer engagement and social class, access and management of work experience, social capital and aspiration, access to employment. The book makes employer engagement an innovative focus in relation to the well-established fields of social mobility and school to work transition. By examining what difference employer engagement makes, the essays raise questions about conventional models and show how research drawing on different fields and disciplines can be brought together to provide a more coherent and convincing account. Building on new theorisations and combining existing and new data, the collection offers a systematic exploration of the influence of socio-economic status on school to work transitions and addresses how educational policy can shape more efficient labour market outcomes. In doing so, it draws on and speaks to existing literature which has considered such questions from the perspectives of gender, ethnicity and social disadvantage.

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