

GRADE 10 MATHEMATICAL LITERACY

SEPTEMBER TEST

QUESTION 1 10 MARKS

MEASUREMENTS

Lindi wants to change her bedroom décor. The room is rectangular with a length of 4m and a width of 300cm. Her budget is R500.

1.1 Determine the area of her bedroom.
(2)

1.2 She wants to put bunting on both the long walls.
How many meters will she require?
(2)

1.3 She decides to paint her bedroom lilac. One 5l can, will cover an area of 15m^2 .
Determine how much paint she will need. Round off to the nearest litre. (4)

1.4 If the bunting costs R20,50 and the paint R387,30, how much money will she still have left?
(2)

QUESTION 2 MARKS

FINANCES

10

Jason wants to tour through Europe. He works at a local pharmacy over the weekends, earning R80 per hour. He also receives R500 pocket money each month and was gifted a total amount of R2050 from friends and family for his birthday.

2.1 Determine his annual pocket money.
(1)

2.2 If he works 10 hours per weekend for 42 weekends, how much does he make at the pharmacy?
(3)

2.3 The tour is on special and will cost him R28325, spending money excluded.
Will he have enough if he saves all the money from the pharmacy, his birthday and pocket money? How much will he short/have extra? (4)

2.4 List TWO ways Jason can make/save more money for his tour.
(2)

Mathlit Grade10 Paper2

CH Cherryholmes



Mathlit Grade10 Paper2:

X-kit FET Grade 10 Mathematical Literacy ,2006 *X-kit FET Grade 11 Mathematical Literacy* Derek Swart,2006

International Perspectives on Teaching and Learning for Mathematical Literacy ,2024-10-02 Mathematics plays an important role in today's world and is used in daily life more than is often appreciated. Mathematical literacy denotes the competence to deal with the mathematical issues of life in modern society. The underlying purpose of this book is to support the development of rich understandings and practices of how an education for mathematical literacy can be realised. The collected works emerging from several educational systems offer a fresh perspective on mathematical literacy and the chapters include practical examples that teachers, pre-service teachers and teacher educators might adapt to their own needs.

X-kit FET Grade 12 MATHEMATICAL LITERACY Derek Swart,2009 **Research for Educational Change** Jill

Adler,Anna Sfard,2016-06-17 *Research for Educational Change* presents ways in which educational research can fulfil its commitments to educational practice. Focussing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible beneficial impact on what is happening in mathematical classrooms. Combining two discourses—that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice—the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for postgraduates, researchers and academics in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research. *The Schoolmasters'*

Yearbook & Educational Directory ,1915 Debates in Mathematics Education Gwen Ineson,Hilary Povey,2020-06-15 This new and updated second edition of *Debates in Mathematics Education* explores the major issues that mathematics teachers encounter in their daily lives. By engaging with established and contemporary debates, this volume promotes and supports critical reflection and aims to stimulate both novice and experienced teachers to reach informed judgements and argue their point of view with deeper theoretical knowledge and understanding. Divided into five accessible sections, this book investigates and offers fresh insight into topics of central importance in mathematics education. With this second edition, including new discussions and chapters on classic and contemporary issues of pedagogy, politics, philosophy and sociology of

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 professional development or Master s level study This book also has much to offer to those leading mathematics departments
 in schools and initial teacher education programmes and to beginning doctoral students looking for a survey of the field of
 mathematics education research *Debates in Mathematics Education* Dawn Leslie, Heather Mendick, 2013-10-01 Debates
 in Mathematics Education explores the major issues that mathematics teachers encounter in their daily lives It engages with
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 recognize substantial and continuing contributions to the growth of the field of Mathematics Education Plenary Panels
 address three major challenges currently facing mathematics educators across the globe The Survey Teams have a particular
 emphasis on identifying and characterizing important new knowledge recent developments new perspectives and emergent
 issues The Topic Study Groups provides a coverage of important topics in mathematics education Volume II consists of 50
 invited lectures which present the work and reflections of both established and emerging researchers from around the world

These lectures cover a wide spectrum of topics themes and issues that reflect the latest challenges and development in the field of mathematics education

For All Practical Purposes, 2009 By the Consortium for Mathematics and Its Applications Assessing Mathematical Literacy Kaye Stacey, Ross Turner, 2014-11-03 This book describes the design development delivery and impact of the mathematics assessment for the OECD Programme for International Student Assessment PISA First the origins of PISA s concept of mathematical literacy are discussed highlighting the underlying themes of mathematics as preparation for life after school and mathematical modelling of the real world and clarifying PISA s position within this part of the mathematics education territory The PISA mathematics framework is introduced as a significant milestone in the development and dissemination of these ideas The underlying mathematical competencies on which mathematical literacy so strongly depends are described along with a scheme to use them in item creation and analysis The development and implementation of the PISA survey and the consequences for the outcomes are thoroughly discussed Different kinds of items for both paper based and computer based PISA surveys are exemplified by many publicly released items along with details of scoring The novel survey of the opportunity students have had to learn the mathematics promoted through PISA is explained The book concludes by surveying international impact It presents viewpoints of mathematics educators on how PISA and its constituent ideas and methods have influenced teaching and learning practices curriculum arrangements assessment practices and the educational debate more generally in fourteen countries

The Schoolmasters Yearbook and Directory, 1912 Learning and Doing Policy Analysis in Education: Examining Diverse Approaches to Increasing Educational Access Maria Teresa Tatto, Justin Bruner, Fida Hussain Chang, Corvell George Cramfield, Tara Miyoko Kintz, Nai-Cheng Kuo, Sandra Kurtti Pylvainen, Andleeb Sharif, 2012-09-17 This book originated in a policy analysis class at Michigan State University taught during 2010 Using Professor Tatto s unique approach to teaching policy analysis the professor and students agreed to construct a class that represented a reflective and grounded experience in the policy analysis of a current and relevant issue with global ramifications we began exploring policies that were developed at the global level and that were implemented locally We investigated the surge of globally developed standards and regulations in an effort to improve education Our goal was to learn cross nationally about policies that seek to reform curriculum and instruction under efficiency and global competitiveness arguments such as Education for All EFA and its USA cousin No Child Left Behind NCLB We knew our work would be bounded by the time available in a one semester class and by resource constraints We did exploratory inquiry supported by literature reviews reports on rigorous research studies and in one case an exploratory case study The policies we chose to explore such as EFA and NCLB offered us the opportunity to examine current reform tendencies that are intended to provide access to quality education for all children the preparation of teachers to support diverse populations the organization of schools to accommodate these children in response to vague policy mandates and power issues affecting the different constituencies and stakeholders The effects of these and other

policies were difficult to track because research is scant and decisions are frequently made based on ideology or political persuasion. Our purpose was to explore the critical issues that originated such policies and to search for documented evidence regarding policy implementation and effectiveness. We investigated the factors that seemed to interfere with successful implementation from conceptual, theoretical, and methodological perspectives. In this class, we learned that there are not ready set frameworks for policy analysis but rather that these have to be constructed according to the issues that emerge as policies are conceptualized and implemented to fit local contexts and needs. The book pays particular attention to the contexts of policy including the evolving conceptualization of global and local systems of governance, knowledge regimes, and policy spaces. The book is designed for faculty and doctoral students in education who are interested in understanding diverse frameworks for policy analysis and for those in the general public who are interested in the policies we analyze here.

Mapping Equity and Quality in Mathematics Education Bill Atweh, Mellony Graven, Walter Secada, Paola Valero, 2011-01-06. Concerns about quality mathematics education are often posed in terms of the types of mathematics that are worthwhile and valuable for both the student and society in general and about how to best support students so that they can develop this mathematics. Concerns about equity are about who is excluded from the opportunity to develop quality mathematics within our current practices and systems and about how to remove social barriers that systematically disadvantage those students. This collection of chapters summarises our learning about the achievement of both equity and quality agendas in mathematics education and to move forward the debate on their importance for the field.

Resources in Education, 2001

For All Practical Purposes Consortium for Mathematics and Its Applications (U.S.), 2003. The sixth edition of the acclaimed classroom favorite offers a number of new features to help instructors strengthen the mathematical literacy of their students.

American Rehabilitation, 2004

Math Educ, 2007. Contains abstracts in the field of mathematics education extracted from documents worldwide.

Monitoring Student Achievement in the 21st Century Heidi Harju-Luukkainen, Nele McElvany, Justine Stang, 2020-04-01. This book draws together leading student assessment academics from across Europe exploring student monitoring policies and practices in a range of countries across 22 chapters. The chapters in the first part offer a broad overview on student assessment covering history and current status, aims and approaches as well as methodological challenges of international student assessment. The second part presents country specific chapters providing an in depth look examining country specific policy and practices and findings of national and/or international assessments. Findings are critically discussed and recommendations are made for further development of each country's assessment context. The book shows similarities and differences within the educational assessment landscape as well as complexity and similarities in assessment policy documents and strategies. Given the globalized world we live in today, this book fills a need in the higher educational context and is intended for policy makers in different countries as well.

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