

## Grade 10 Mathematical Literacy

MARKS: 150

TIME: 3 hours

## QUESTION 1

- 1.1 Calculate the following:
- 1.1.1.  $3,5(7,45 - 2,98)$  (1)
  - 1.1.2.  $35 + 12 \times 4$  (1)
  - 1.1.3.  $\frac{3}{4}$  of R375 (2)
  - 1.1.4.  $\frac{3}{4} + 1\frac{1}{2}$  (1)
- 1.2 A pair of jeans costs R299. How much will you pay for them if you get a  $33\frac{1}{3}\%$  discount? (2)
- 1.3 The dilution instructions on an energy sports drink concentrate are: dilution ratio (concentrate and water) 1 + 4.
- 1.3.1 Explain what is meant by this instruction. (2)
  - 1.3.2 How many ml of concentrate and how many ml of water do you need to make up 1litre of energy drink? (2)
  - 1.3.3 If your friend mixes  $3\frac{1}{2}$  cups concentrate with 15 cups of water, will his energy drink taste the same as yours? Explain your answer. (3)
- 1.4 Vusi works at a car-wash. He earns R55 a day plus R10 for every car he washes. Calculate how much he earned if he:
- 1.4.1 washed 5 cars. (2)
  - 1.4.2 washed 7 cars (2)
  - 1.4.3 washed  $x$  cars. (2)
- 1.5 Fatimah is getting a 5,5% increase in salary and Ali is getting an increase in salary of R292,50 more per month. Fatimah earns R4 575 per month and Ali earns R6 500 per month.
- 1.5.1 Determine Fatimah's new salary per month. (2)
  - 1.5.2 Who received the greater increase in terms of actual money? (1)
  - 1.5.3 Who received the greater percentage increase? Show your working. (2)
- 1.6 Priscilla earned R1 725 for 15 days work. Determine how much she would earn if she worked for 20 days. (3)
- 1.7 The scale on a map is 1:50 000. If the distance between two towns on the map is 3,7cm, determine the distance between the towns in kilometers. (4)

# Maths Lit Final Exam Grade 10 2014

**Kenneth Baker**



## **Maths Lit Final Exam Grade 10 2014:**

*X-kit FET Grade 10 Mathematical Literacy*, 2006 14-18 - *A New Vision for Secondary Education* Kenneth Baker, 2013-03-14 Leading educational authorities offer a vision for the future of secondary education which will take account of young people's emerging interests, talents and ambitions **Private Secondary Schools: Traditional Day and**

**Boarding Schools** Peterson's, 2011-05-01 Peterson's Private Secondary Schools Traditional Day and Boarding Schools is everything parents need to find the right day or boarding private secondary school for their child. Readers will find hundreds of school profiles plus links to informative two-page in-depth descriptions written by some of the schools. Helpful information includes the school's area of specialization, setting, affiliation, accreditation, subjects offered, special academic programs, tuition, financial aid, student profile, faculty, academic programs, student life, admission information, contacts, and much more.

Private Secondary Schools Peterson's, 2011-05-01 Peterson's Private Secondary Schools is everything parents need to find the right private secondary school for their child. This valuable resource allows students and parents to compare and select from more than 1,500 schools in the U.S. and Canada and around the world. Schools featured include independent day schools, special needs schools, and boarding schools, including junior boarding schools for middle school students. Helpful information listed for each of these schools includes the school's area of specialization, setting, affiliation, accreditation, tuition, financial aid, student body, faculty, academic programs, social life, admission information, contacts, and more. Also includes helpful articles on the merits of private education, planning a successful school search, searching for private schools online, finding the perfect match, paying for a private education, tips for taking the necessary standardized tests, semester programs, and understanding the private schools admission application form and process. **International Perspectives on Writing**

**Curricula and Development** Jill Jeffery, Judy M. Parr, 2021-05-27 This book contributes to the innovation of writing education and research globally by providing crucial insights into how the structures and aims of literacy curricula vary internationally. It examines how nine education systems across five continents represent good writing in curricula that shape students' experiences learning to write in school. The book presents curricular analyses aimed at providing insight into how writing development can be better supported through innovative policy and research. The findings regarding international variation are presented under three broad dimensions: social and contextual factors that shape writing curricula; the discourses of writing reflected in curricula and official documents; and hallmarks of classroom practice, including the relationship with official discourse. Case study chapters present integrated inductive and deductive document analyses, findings of which are compared in a concluding cross-case analysis chapter. Offering a detailed comparative analysis of writing research, *International Perspectives on Writing Curricula and Development* will be of great interest to academics, researchers, and students in the fields of education, literacy, and curriculum studies. It will also be relevant reading for policymakers and curriculum designers. Chapters 1, 7, 9, 10, and 11 of this book are freely available as downloadable Open

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*The Reference Catalogue of Current Literature*, 1913

*A Sage on the Stage: Common Sense Reflections on Teaching and Learning* Michael Zwaagstra, 2020-01-27 A collection of articles on what works for teachers and learners in the classroom and what doesn't. Covers topics from school discipline to content knowledge to no-zero policies. Michael Zwaagstra is a public high school teacher and author. He has extensive teaching experience at a variety of grade levels and currently teaches high school social studies in Manitoba.

**Resources in Education**, 1990

**The Educational year book. [5 issues]**, 1879

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*The Global Testing Culture* William C. Smith, 2016-01-04 The past thirty years have seen a rapid expansion of testing exposing students worldwide to tests that are now more than ever standardized and linked to high stakes outcomes. The use of testing as a policy tool has been legitimized within international educational development to measure education quality in the vast majority of countries worldwide. The embedded nature and normative power of high stakes standardized testing across national contexts can be understood as a global testing culture. The global testing culture permeates all aspects of education from financing to parental involvement to teacher and student beliefs and practices. The reinforcing nature of the global testing culture leads to an environment where testing becomes synonymous with accountability which becomes synonymous with education quality. Underlying the global testing culture is a set of values identified from the increasing literature on world culture. These include education as a human right, academic intelligence, faith in science, decentralization, and neoliberalism. Each of these values highlights different aspects of the dialogue in support of high stakes standardized testing. The wide approval of these values and their ability to legitimate various aspects of high stakes testing reinforces the taken-for-granted notion that such tests are effective and appropriate education practices. However, a large body of literature emphasizes the negative unintended consequences: teaching to the test, reshaping the testing pool, the inequitable distribution of school resources and teachers' attention, and reconstructing the role of the student, teacher, and parent, commonly found when standardized census-based tests are combined with high stakes outcomes for educators or students. This book problematizes this culture by providing critical perspectives that challenge the assumptions of the culture and describe how the culture manifests in national contexts. The volume makes it clear that testing per se is not the problem. Instead, it is how tests are administered, used, or misused and linked to accountability that provide the global testing culture with its powerful ability to shape schools and society and lead to its unintended, undesirable consequences.

*Education and Youth Today* Yasemin Besen-Cassino, 2016-08-02 This volume brings together the most recent and cutting-edge research on the understanding of education. It focuses on the lived experience of the students in the context of different educational institutions. In doing so, it unravels layers of inequalities in the understanding of education.

**Mathematics Anxiety** Irene C. Mammarella, Sara Caviola, Ann Dowker, 2019-02-18

Feelings of apprehension and fear brought on by mathematical performance can affect correct mathematical application and can influence the achievement and future paths of individuals affected by it In recent years mathematics anxiety has become a subject of increasing interest both in educational and clinical settings This ground breaking collection presents theoretical educational and psychophysiological perspectives on the widespread phenomenon of mathematics anxiety Featuring contributions from leading international researchers Mathematics Anxiety challenges preconceptions and clarifies several crucial areas of research such as the distinction between mathematics anxiety from other forms of anxiety i e general or test anxiety the ways in which mathematics anxiety has been assessed e g throughout self report questionnaires or psychophysiological measures the need to clarify the direction of the relationship between math anxiety and mathematics achievement which causes which Offering a revaluation of the negative connotations usually associated with mathematics anxiety and prompting avenues for future research this book will be invaluable to academics and students in the field psychological and educational sciences as well as teachers working with students who are struggling with mathematics anxiety

**Mathematics Teaching and Professional Learning in sub-Sahara Africa** Kakoma Luneta,2021-12-09 The book represents a crop of wide ranging research conducted by renown scholars in sub Sahara Africa revolving around mathematics teaching and professional development programs for mathematics teachers The research based proposals and actual how to conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners errors and misconceptions The book provides a comprehensive snapshot on mathematics teaching learning and effective professional development programmes for mathematics teachers in sub Sahara Africa It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa Kenya Rwanda Uganda Malawi Namibia Lesotho Ethiopia and Zimbabwe

**The ETS Test Collection Catalog** Educational Testing Service. Test Collection,1993 The major source of information on the availability of standardized tests Wilson Library BulletinCovers commercially available standardized tests and hard to locate research instruments

*OECD Reviews of Integrity in Education: Ukraine 2017* OECD,2017-03-27 Education in Ukraine is marked by integrity violations from early childhood education and care through postgraduate study In the past decade policy makers and civic organisations have made progress in addressing these challenges However much remains to be done

**The Software Finder** ,1983

**Information and Communications Technology in STEM Education** Umesh Ramnarain,Mdutshekelwa Ndlovu,2023-07-21 This timely book presents the latest scholarly research on the integration of Information Communications Technology ICT for enhanced STEM education in African schools and universities Featuring critical discussion and illustration of key data led arguments this volume gives a comprehensive picture of the breadth complexity and diversity of issues present in different African countries It highlights a diverse range of topics such as approaches to ICT integration the use of digital technologies to support inquiry based learning teacher development and

contextual issues in ICT integration for STEM education Chapters feature contributions and shared experiences from prominent science educators and researchers from across African regions and demonstrate findings and reflections on emerging trends pedagogical innovations and research informed practices on ICT integration in STEM education Offering cutting edge research on STEM and digital education in Africa the book will appeal to researchers postgraduate students and scholars in the fields of STEM education ICT education digital education and pedagogy      **Commonwealth Universities Yearbook** ,1981 A directory to the universities of the Commonwealth and the handbook of their association      **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

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