

Dean, a 25-year-old male, earns a taxable income of R305 174,44. He started his first job on 1 March 2019.

Tax payable by an individual for the tax year 1 March 2019 to 29 February 2020 is indicated in TABLE 1 below.

**TABLE 1: INCOME TAX RATES FOR INDIVIDUALS
2019/2020 TAX YEAR (1 MARCH 2019 TO 29 FEBRUARY 2020)**

TAX BRACKET	TAXABLE INCOME (R)	TAX RATES (R)
1	0–195 850	18% of taxable income
2	195 851–305 850	35 253 + 26% of taxable income above 195 850
3	305 851–423 300	63 853 + 31% of taxable income above 305 850
4	423 301–555 600	100 263 + 36% of taxable income above 423 300
5	555 601–708 310	147 891 + 39% of taxable income above 555 600
6	708 311–1 500 000	207 448 + 41% of taxable income above 708 310
7	1 500 001 and above	532 041 + 45% of taxable income above 1 500 000

[Adapted from www.treasury.gov.za/Rapport]

NOTE: Dean is not a member of a medical aid.

Use TABLE 1 to answer the questions that follow.

- 2.2.1 Name the government institution responsible for collecting tax return forms. (2)
- 2.2.2 Write down the tax bracket that will be used to calculate Dean's tax payable. (2)
- 2.2.3 Calculate the monthly tax payable by Dean before any rebates are deducted. (5)
- 2.2.4 TABLE 2 below indicates the rebates for the 2018/2019 and 2019/2020 tax years.

TABLE 2: REBATES FOR 2018/2019 AND 2019/2020 TAX YEARS

TAX REBATES	TAX YEAR 2019/2020	TAX YEAR 2018/2019
Primary (age below 65)	R14 067	R14 220
Secondary (age 65 and above)	R7 713	R7 794
Tertiary (age 75 and older)	R2 574	R2 601

[Adapted from www.treasury.gov.za/Rapport]

- (a) Identify the tax rebate(s) that Dean qualifies for in the 2019/2020 tax year. (2)
- (b) State the number of tax rebates a 75-year-old man will qualify for in any tax year. (2)

Mathematics 2014 March Paper Grade 12

CL Gary



Mathematics 2014 March Paper Grade 12:

Bringing the Common Core Math Standards to Life Yvelyne Germain-McCarthy, Ivan Gill, 2014-11-20 As high school math teachers shift to the Common Core State Standards the question remains What do the standards actually look like in the classroom This book answers that question by taking you inside of real Common Core classrooms across the country You ll see how exemplary teachers are meeting the new requirements and engaging students in math Through these detailed examples of effective instruction you will uncover how to bring the standards to life in your own classroom Special Features A clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Real examples of how exemplary teachers are using engaging strategies and tasks to teach algebra geometry trigonometry statistics mathematics across the curriculum and more A detailed analysis of each example to help you understand why it is effective and how you can try it with your own students Practical ready to use tools you can take back to your classroom including unit plans and classroom handouts

The Education Invasion Joy Pullmann, 2017-03-14 Most Americans had no idea what Common Core was in 2013 according to polls But it had been creeping into schools nationwide over the previous three years and children were feeling its effects They cried over math homework so mystifying their parents could not help them even in elementary school They read motley assortments of informational text instead of classic literature They dreaded the high stakes tests in unfamiliar formats that were increasingly controlling their classrooms How did this latest and most sweeping reform of American education come in mostly under the radar Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers and it led to a big tangle of history and politics intrigue and arrogance She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K 12 classes and how the Obama administration pressured states to adopt them Thus a federalized education scheme took root despite legal prohibitions against federal involvement in curriculum Common Core and its testing regime were touted as an absolute game changer in public education yet the evidence so far suggests that kids are actually learning less under it Why then was such a costly and disruptive agenda imposed on the nation s schools Who benefits And how can citizens regain local self governance in education so their children s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats The Education Invasion offers answers and remedies

Effective Grading Practices for Secondary Teachers Dave Nagel, 2015-03-04 Enact innovative grading systems that more accurately describe student progress This book challenges traditional grading practices and provides alternatives that can have direct impact on student success By making subtle shifts toward standards based grading systems schools can reduce unnecessary course failures provide students and their families a more accurate picture of current progress and increase opportunities for success The author offers a range of grading reform strategies that are built from practical frameworks that are effective and simple to adapt Among the many strengths of this book are

Practical application of existing research and evidence base for effective secondary grading reforms A framework for schools and districts to apply and adapt failure prevention strategies such as early failure detection Amnesty Days and meaningful stipulated second chance opportunities for students to reach mastery Functional strategies and actions for shifting toward standards based referenced grading without entirely abandoning letter grades Countering resistance to change through a clearly articulated plan for conducting school wide and classroom level action research around the effectiveness of new or adjusted grading practices Informative and pragmatic this book is spot on with analysis of this elephant in the room issue Nagel uses both empathy and humor in getting to the heart of a process to generate real solutions while underscoring the ultimate need for teacher voice in any successful implementation He provides ready made strategies for real impactful change I m left hopeful that feedback will rule the day Bruce Potter Superintendent Berkshire UFSD Nagel offers an insightful and articulate voice to secondary improvement and alignment through grading practices His tried and true methods through working with real districts provides a starting place and examples for others to follow A must read for anyone serious about ensuring student engagement through meaningful feedback Debra K Howe Superintendent Tri Creek School Corporation

Mathematics Strategies for Tier 1 and Tier 2 Interventions in a PLC at Work® Sarah Schuhl, Mona Toncheff, Jennifer Deinhart, Brian Buckhalter, 2024-12-02 Discover how your collaborative team can ensure all students learn grade level mathematics during Tier 1 and Tier 2 instruction This valuable guide provides preK 12 teachers with ready to use tools and strategies to help students communicate using mathematical language and develop number sense conceptual understanding procedural fluency mathematical reasoning problem solving and more PreK 12 educators can use this book to Collaborate with teams to build a shared understanding of essential mathematics standards Ensure students learn grade level mathematics during Tier 1 and Tier 2 instruction Learn how to help students make connections to prior learning and why that matters Create opportunities for students to reason through problems with their peers Develop students number sense procedural fluency and other key mathematics skills Contents Introduction Part 1 A Culture of Learning Chapter 1 Work as a Collaborative Mathematics Team Focused on Student Learning Chapter 2 Build a Community of Learners Part 2 Mathematics Foundations Chapter 3 Teach Grade or Course Level Content Chapter 4 Connect to Prior Knowledge Chapter 5 Develop Number Sense Chapter 6 Focus on Problem Solving Chapter 7 Develop Procedural Fluency Part 3 Student Engagement Chapter 8 Communicate Using Mathematical Language Chapter 9 Grow Learning Through Student Discourse Chapter 10 Use Meaningful Feedback for Learning Chapter 11 Empower Learners Through Student Investment Epilogue Appendix A Data Analysis Protocols Appendix B Cognitive Demand Level Task Analysis Guide References and Resources Index

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

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

The End of Public Schools David W. Hursh, 2015-10-16 The End of Public Schools analyzes the effect of foundations corporations and non governmental organizations on the rise of neoliberal principles in public education By first contextualizing the privatization of education within the context of a larger educational crisis and with particular emphasis on the Gates Foundation and influential state and national politicians it describes how specific policies that limit public control are advanced across all levels Informed by a thorough understanding of issues such as standardized testing teacher tenure and charter schools David Hursh provides a political and pedagogical critique of the current school reform movement as well details about the increasing resistance efforts on the part of parents teachers and the general public

Arguing with Numbers James Wynn, G. Mitchell Reyes, 2021-04-15 As discrete fields of inquiry rhetoric and mathematics have long been considered antithetical to each other That is if mathematics explains or describes the phenomena it studies with certainty persuasion is not needed This volume calls into question the view that mathematics is free of rhetoric Through nine studies of the intersections between these two disciplines Arguing with Numbers shows that mathematics is in fact deeply rhetorical Using rhetoric as a lens to analyze mathematically based arguments in public policy political and economic theory and even literature the essays in this volume reveal how mathematics influences the values and beliefs with which we assess the world and make decisions and how our worldviews influence the kinds of mathematical instruments we construct and accept In addition contributors examine how concepts of rhetoric such as analogy and visuality have been employed in mathematical and scientific reasoning including in the theorems of mathematical physicists and the geometrical diagramming of natural scientists Challenging academic orthodoxy these scholars reject a math equals truth reduction in favor of a more constructivist theory of mathematics as dynamic evolving and powerfully persuasive By bringing these

disparate lines of inquiry into conversation with one another Arguing with Numbers provides inspiration to students established scholars and anyone inside or outside rhetorical studies who might be interested in exploring the intersections between the two disciplines In addition to the editors the contributors to this volume are Catherine Chaput Crystal Broch Colombini Nathan Crick Michael Dreher Jeanne Fahnestock Andrew C Jones Joseph Little and Edward Schiappa **The Trials of Evidence-based Education** Stephen Gorard, Beng Huat See, Nadia Siddiqui, 2017-06-26 The Trials of Evidence based Education explores the promise limitations and opportunities of evidence based policy and practice as the attention of funders moves from a sole focus on attainment outcomes to political concern about character building and wider educational impacts The results and implications of over 20 studies conducted by the authors are combined with large number of studies from systematic reviews and their implications are spelled out for the research community policy makers schools wanting to run their own evaluations and practitioners using evidence in this well structured and thoughtful text **POGIL** Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor s role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective

management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project

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