

## GRADE 12 MATHEMATICAL LITERACY MARCH TEST

### QUESTION 1

Jane calculated her total tax paid for the previous year. It came down to the following:

P.A.Y.E (Income Tax)	R54215,00
Estimated VAT on groceries	R 5454,20

1.1 What is a PAYE? (2)

1.2 What is a PAYE system? (2)

She further determined that she received tax rebates to the value of R5432,80.

1.3 What is a tax rebate? (2)

1.4 What is a tax rebate system? (2)

1.5 What is a tax rebate system? (2) [10]

### QUESTION 2

Use the tariff system below to answer the questions that follow:

Electricity residential	Tariff for 2023/24	Increase
	ck/Wh	
1 to 100 kWh	241,37	15,1%
101 to 400 kWh	282,47	15,1%
401 to 600 kWh	307,75	15,1%
600 kWh and more	331,76	15,1%

2.1 What is a tariff system? (2)

2.2 Determine the cost (in rands) a consumer who uses 100 kWh in a month. (2)

2.3 The consumer above, uses 400 kWh in a month. Determine the cost. (2)

2.4 How much more will the consumer pay for 600 kWh? (2) [10]

2.5 Suggest ONE way in which the Schmidt family can save on their electricity bill. (2) [10]

### QUESTION 3

3.1 Tony needs to buy a laptop for school. He is looking at the following options:

Option 1	Option 2	Option 3
Cash: R5000,00	Hire Purchase: R354pm for 24 months with R2000 deposit	Hire Purchase: R202pm for 36 months with R2500 deposit

3.1.1 What is a hire purchase? (2)

3.1.2 What is a hire purchase system? (2)

3.1.3 What is a hire purchase system? (2)

3.2 In order to make money to fund his laptop, Tony decides to give swimming lessons in his neighbours' pool. His neighbour charges him R550 per month for using his pool. His other variable expenses add up to around R750 per month. Tony breaks even if he has seven swimming lessons per month.

3.2.1 Explain the meaning of the word 'break-even'. (2)

3.2.2 Present the given information on a break-even analysis graph. (7)

3.3 Tony buys food and a coldrink at the school tuck shop. His options are:

Burger	Coke
Toasted Sandwich	Fanta
Hotdog	

3.3.1 Present the information in a table of unit prices of these options. (2)

3.3.2 What is the cost of a hotdog and a coldrink? (2)

3.3.3 If Tony buys a hotdog and a coldrink, how much more will he pay? (2) [10]

# Mathematical Literacy Paper Memorandum

**Florida State University**



## **Mathematical Literacy Paper Memorandum:**

**Official Gazette of the United States Patent and Trademark Office** ,2003      **Resources in Education** ,2001

Second International Handbook of Mathematics Education Alan Bishop,M.A. (Ken) Clements,Christine

Keitel-Kreidt,Jeremy Kilpatrick,Frederick Koon-Shing Leung,2012-02-02 ALAN 1 BISHOP The first International Handbook on Mathematics Education was published by Kluwer Academic Publishers in 1996 However most of the writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994 There were four sections 36 chapters and some 150 people contributed to the final volume either as author reviewer editor or critical friend The task was a monumental one attempting to cover the major research and practice developments in the international field of mathematics education as it appeared to the contributors in 1995 Inevitably there were certain omissions some developments were only starting to emerge and some literatures were only sketchy and speculative However that Handbook has had to be reprinted three times so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction The Handbook thus attempts not merely to present a description of the international state of the field but also to offer synthetic and reflective overviews on the different directions being taken by the field on the gaps existing in our present knowledge on the current problems being faced and on the future possibilities for development Bishop et al 1996 Since that time there has been even more activity in our field and now seems a good time to take stock again to reflect on what has happened since 1995 and to create a second Handbook with the same overall goals      *General Education and the Development of Global Citizenship in Hong Kong, Taiwan and Mainland China* Jun Xing,2013 General Education has taken center stage in the greater China area Hong Kong Taiwan and mainland China because of a number of important developments First globalization has created both opportunities and challenges for college students When they graduate and enter the real world they must have the cultural sensitivities and social skills in addition to their professional training to compete in a knowledge based global economy Equally significant for institutions of higher education pressing global problems challenge traditional disciplines and demand new forms of learning that reshapes the boundaries of knowledge In response to those rapidly changing dynamics general education has taken an increasingly important role in undergraduate education As the first English publication on the subject this anthology brings together a distinguished group of General Education scholars and teachers from Hong Kong Taiwan and mainland China      Assessment and Teaching of 21st Century Skills Patrick Griffin,Barry McGaw,Esther Care,2011-10-20 Rapid and seemingly accelerating changes in the economies of developed nations are having a proportional effect on the skill sets required of workers in many new jobs Work environments are often technology heavy while problems are frequently ill defined and tackled by multidisciplinary teams This book contains insights based on research conducted as part of a major international project supported by Cisco Intel and Microsoft It faces these new working environments head on delineating new ways of thinking about 21st century skills and including

operational definitions of those skills The authors focus too on fresh approaches to educational assessment and present methodological and technological solutions to the barriers that hinder ICT based assessments of these skills whether in large scale surveys or classrooms Equally committed to defining its terms and providing practical solutions and including international perspectives and comparative evaluations of assessment methodology and policy this volume tackles an issue at the top of most educationalists agendas *Creating Reading Instruction for All Children* Thomas G. Gunning,1996 This book will not tell you how to teach reading Teaching reading is in large measure a matter of making choices Should you use basal readers or children s books or both Should you teach children to read whole words or to sound out words letter by letter or both Should you have three reading groups or four or no groups There are no right answers to these questions The answers depend on your personal philosophy your interpretation of the research the level at which you are teaching the kinds of students you are teaching community preferences and the nature of your school or school district s reading program An Age of Accountability John L. Rury,2023-10-13 An Age of Accountability highlights the role of test based accountability as a policy framework in American education from 1970 to 2020 For more than half a century the quest to hold schools and educators accountable for academic achievement has relied almost exclusively on standardized assessment The theory of change embedded in almost all test based accountability programs held that assessment with stipulated consequences could lead to major improvements in schools This was accomplished politically by proclaiming lofty goals of attaining universal proficiency and closing achievement gaps which repeatedly failed to materialize But even after very clear disappointments no other policy framework has emerged to challenge its hegemony The American public today has little confidence in institutions to improve the quality of goods and services they provide especially in the public sector As a consequence many Americans continue to believe that accountability remains a vital necessity even if educators and policy scholars disagree Appendices to the Report of the New Jersey Board of Higher Education from the Advisory Committee to the College Outcomes Evaluation Program New Jersey. Advisory Committee to the College Outcomes Evaluation Program,1987 *National Skills Strategy: Oral and written evidence* Great Britain. Parliament. House of Commons. Education and Skills Committee,2005 Incorporating HCP 197 i xiii session 2003 04 **Microcomputers and Education** Jack Culbertson,Luvern L. Cunningham,1986-04 The Eighty Fifth Yearbook of the National Society for the Study of Education Part I Oxford Handbook of Numerical Cognition Roi Cohen Kadosh,Ann Dowker,2015-07-30 How do we understand numbers Do animals and babies have numerical abilities Why do some people fail to grasp numbers and how we can improve numerical understanding Numbers are vital to so many areas of life in science economics sports education and many aspects of everyday life from infancy onwards Numerical cognition is a vibrant area that brings together scientists from different and diverse research areas e g neuropsychology cognitive psychology developmental psychology comparative psychology anthropology education and neuroscience using different methodological approaches e g behavioral studies of healthy

children and adults and of patients electrophysiology and brain imaging studies in humans single cell neurophysiology in non human primates habituation studies in human infants and animals and computer modeling While the study of numerical cognition had been relatively neglected for a long time during the last decade there has been an explosion of studies and new findings This has resulted in an enormous advance in our understanding of the neural and cognitive mechanisms of numerical cognition In addition there has recently been increasing interest and concern about pupils mathematical achievement in many countries resulting in attempts to use research to guide mathematics instruction in schools and to develop interventions for children with mathematical difficulties This handbook brings together the different research areas that make up the field of numerical cognition in one comprehensive and authoritative volume The chapters provide a broad and extensive review that is written in an accessible form for scholars and students as well as educationalists clinicians and policy makers The book covers the most important aspects of research on numerical cognition from the areas of development psychology cognitive psychology neuropsychology and rehabilitation learning disabilities human and animal cognition and neuroscience computational modeling education and individual differences and philosophy Containing more than 60 chapters by leading specialists in their fields the Oxford Handbook of Numerical Cognition is a state of the art review of the current literature

**Annual Report of Research in Progress** Stanford University. Institute for Communication Research,1972

**Handbook of Human and Social Conditions in Assessment** Gavin T. L. Brown,Lois R. Harris,2016-06-23 The Handbook of Human and Social Conditions in Assessment is the first book to explore assessment issues and opportunities occurring due to the real world of human cultural historical and societal influences upon assessment practices policies and statistical modeling With chapters written by experts in the field this book engages with numerous forms of assessment from classroom level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions A unique and timely contribution to the field of Educational Psychology the Handbook of Human and Social Conditions in Assessment is written for researchers educators and policy makers interested in how social and human complexity affect assessment at all levels of learning Organized into four sections this volume examines assessment in relation to teachers students classroom conditions and cultural factors Each section is comprised of a series of chapters followed by a discussant chapter that synthesizes key ideas and offers directions for future research Taken together the chapters in this volume demonstrate that teachers test creators and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes

**Publications of the Faculty** Florida State University,1960

**Census Bureau Methodological Research** United States. Bureau of the Census,1968

**Research in Education** ,1973

**Classroom Assessment Techniques** Thomas A. Angelo,Todd D. Zakrajsek,2024-06-26 Classroom Assessment Techniques Formative Feedback Tools for College and University Teachers A practical research based handbook

for using assessment to improve learning This completely revised and updated third edition of Classroom Assessment Techniques provides a research based engaging guide to assessing student learning where it matters most at course and classroom levels Informed by the latest international educational research and 30 years of classroom assessment practice this practical handbook is designed for postsecondary teachers from all disciplines faculty and academic developers and assessment professionals It offers field tested guidance tools and advice for planning designing and implementing formative assessment in face to face hybrid and fully online classrooms analyzing resulting data and using that data to improve student learning Classroom Assessment Techniques 3rd Edition is a practical clearly written handbook for busy professionals It contains a wealth of useful resources including 50 plus CATs classroom assessment techniques flexible formative assessment tools easily adaptable for use in a wide range of disciplines and contexts Case studies and examples illustrating how college and university faculty have applied these techniques to improve learning A new Course Learning Outcomes Inventory CLOI a self assessment tool for identifying and prioritizing the most relevant learning outcomes to assess The original Teaching Goals Inventory TGI which offers an alternate teaching focused approach to setting assessment priorities Multiple ways to quickly find the most appropriate tool CATs are indexed by discipline examples Bloom s Taxonomy Biggs and Tang s SOLO Taxonomy the CLOI and the TGI Brief chapters explaining what formative assessment is how it can improve student learning how to gather and provide formative feedback how to link classroom assessment with broader other assessment efforts and how to collaborate with students and colleagues Each CAT provides a brief self contained recipe including a description steps for implementation dos and don ts and relevant references

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