

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	9
	W	2½	3	3½	4	4½	5	5½	6	6½	7	7½	8	9½
Inches	9	9½	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]

Math Lit Exemplar Grade 12 2014

Isaac Kaufman Funk



Math Lit Exemplar Grade 12 2014:

International Practices to Promote Budget Literacy Harika Masud, Helene Pfeil, Sanjay Agarwal, Alfredo Gonzalez Briseno, 2017-08-09 Budget literacy is defined as the ability to read, decipher and understand public budgets to enable and enhance meaningful citizen participation in the budget process. It is comprised of two main parts: i) a technical understanding of public budgets including familiarity with government spending, tax rates and public debt, and ii) the ability to engage in the budget process comprising of practical knowledge on day to day issues as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that when supply side actors in the budget process (governments) simplify and disseminate budget information for demand side actors (citizens), this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets, to constructively participate in budget processes, one way to empower them and to remedy the problem of budget illiteracy is to provide budget literacy education in schools to youth, helping them evolve into civic minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education and presents lessons that are relevant for the development, improvement or scaling up of budget literacy initiatives.

[Building Thinking Classrooms in Mathematics, Grades K-12](#) Peter Liljedahl, 2020-09-28 A thinking student is an engaged student. Teachers often find it difficult to implement lessons that help students go beyond rote memorization and repetitive calculations. In fact, institutional norms and habits that permeate all classrooms can actually be enabling non-thinking student behavior. Sparked by observing teachers struggle to implement rich mathematics tasks to engage students in deep thinking, Peter Liljedahl has translated his 15 years of research into this practical guide on how to move toward a thinking classroom. *Building Thinking Classrooms in Mathematics, Grades K-12* helps teachers implement 14 optimal practices for thinking that create an ideal setting for deep mathematics learning to occur. This guide provides the what, why and how of each practice and answers teachers' most frequently asked questions. Includes firsthand accounts of how these practices foster thinking through teacher and student interviews and student work samples. Offers a plethora of macro moves, micro moves and rich tasks to get started. Organizes the 14 practices into four toolkits that can be implemented in order and built on throughout the year. When combined, these unique research-based practices create the optimal conditions for learner-centered, student-owned, deep mathematical thinking and learning and have the power to transform mathematics classrooms like never before.

Literacy Instruction with Disciplinary Texts

William E. Lewis, John Z. Strong, 2020-10-28 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size Young Adult Nonfiction Judith A. Hayn, Jeffrey S.

Kaplan, Amanda L. Nolen, Heather A. Olvey, 2015-11-19 No matter the location schools are guided by standards including Common Core State Standards This collection of contributions by some of the country's leading literacy experts offers practical suggestions for implementing young adult literature to meet the demand that standards mandate for focusing on nonfiction in teaching literacy The challenges to CCSS abound and teachers who are currently seeking avenues to reach their students no matter what content they teach will find the strategies and suggestions useful The text advocates using young adult literature to accomplish content area literacy and is intended as a primer for those who are building curriculum

Educational Assessment in a Time of Reform Coert Looek, Vanessa Scherman, 2019-11-20 Educational Assessment in a Time of Reform provides background information on large scale examination systems more generally and the South African examination specifically It traces the reforms in the education system of South Africa since 1994 and provides a description of the advances in modern test theory that could be considered for future standard setting endeavours At the heart of the book is the debate on whether the current standard of education in Africa is good enough If not then how can it be improved The aim of this book is to provide a point of departure for discussions on standard setting quality assurance equating of examinations and assessment approaches From this point of departure recommendations for practices in general and the exit level Grade 12 examination results in particular can be made This book is ideal reading for principals teachers academics and researchers in the fields of educational assessment measurement and evaluation *Effective Practices in Online*

Teacher Preparation for Literacy Educators Karchmer-Klein, Rachel, Pytash, Kristine E., 2019-10-11 Online education has become a prevalent means of program and course delivery especially within teacher education programs However the lack of preparation in online design is concerning especially in the field of teacher education where the focus is preparing preservice and practicing teachers to implement effective evidence based instructional strategies *Effective Practices in Online Teacher Preparation for Literacy Educators* is an essential scholarly resource that shares innovative ideas for translating face to face reading literacy specialist preparation into effective online instruction for courses in literacy education Highlighting various

topics such as instructional design teacher education and literacy assessment this book is ideal for instructors curriculum developers instructional designers IT specialists education professionals instructors administrators academicians and researchers

Resources in Education ,1985 Connecting People to Their Oceans: Issues and Options for Effective Ocean Literacy Angel Borja,Francesca Santoro,Gail Scowcroft,Stephen Fletcher,Pierre Strosser,2020-03-25 While there is growing evidence of the importance of marine ecosystems for our societies evidence shows also that pressures from human activities on these ecosystems are increasing putting the health of marine ecosystems at stake worldwide Hence Blue Economy is becoming an important component of future socio economic development strategies e g this is called Blue Growth in Europe that eventually can result in increasing pressures at sea and despite the current regulatory framework in particular with the Oceans Act in USA or Canada and the Marine Strategy Framework Directive in Europe it is likely that this situation will continue in the future Ensuring all those connected to the sea directly or indirectly gain a better understanding of the importance of the seas the human sea interactions and opportunities to act better and reduce impacts from human pressures is central to Ocean Literacy OL Receiving increasing attention in Europe and USA OL is a challenge for all parts of society educators 2 the role OL could play in interaction with innovation regulation economic incentive social norms to support human capital development as key component of sustainable growth and 3 pre conditions for effective OL for different sectors and target groups Questions relevant to OL include Which knowledge produced by whom to share and how Who to target and how to effectively reach those targeted How to design OL initiatives including by mobilizing those targeted via living lab approaches e g to ensure effective OL and pave the way for behavior change What are the knowledge gaps that limit our capacity to design effective OL As scientists it is likely you have many more questions to offer and discuss

A Standard Dictionary of the English Language, Upon Original Plans ... ,1894 **The Bradley Bibliography** Alfred Rehder,1912 "A" Standard Dictionary of the English Language Upon Original Plans Isaac Kaufman Funk,1893 *A Standard Dictionary of the English Language* Isaac Kaufman Funk,1894 **The Education Index** ,1991 **International Classification** ,1986 Journal on theory and practice of universal and special classification systems and thesauri Webster's New International Dictionary of the English Language Noah Webster,1913 **Annual Report of the State Board of Education** Ohio. State Board of Education,2003 *Webster's New International Dictionary of the English Language, Based on the International Dictionary 1890 and 1900* William Torrey Harris,Frederic Sturges Allen,1911 **Government Reports Annual Index** ,1985 Comprehensive Dissertation Index, 1861-1972: Author index Xerox University Microfilms,1973 *New International Dictionary* ,1920

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