



GRADE 10 MATHEMATICAL LITERACY MARCH TEST

QUESTION 1

- 1.1 Mrs. Jones teaches 8 Mathematical Literacy classes with 20 learners each. 10% of her learners are boys.

1.1.1 How many girls are there in her class? (2)

1.1.2 How many boys are there in her class? (2)

1.1.3 How many boys are there in all her classes? (2)

- 1.2 Mrs. Jones gave her learners a test out of 50 and recorded the results below. The percentages shown are the average for each of the groups in their respective class.

Class	75-84%	55-74%
A	20%	30%
B	10%	50%
C	10%	10%

1.2.1 How many boys are there in Class A? (2)

1.2.2 How many girls are there in Class B? (2)

1.2.3 How many girls are there in Class C? (2)

- 1.3 The Grade 10 sports coach needs to order PE shirts for all 200 Grade 10s. He sees the following ad:

CHEER T-SHIRT

Buy 100 shirts (any size) @ R60.00 per shirt.
 Next 100 shirts (any size) @ R50.00 per shirt.
 Any number of shirts after that (any size) @ R40.00.

140 Church Street, Randburg 1911



SPORTSWEAR

SPORTSWEAR

1.3.1 What is the name of the company with the special? (2)

1.3.2 Where is the store located? (2)

1.3.3 How many shirts can he buy for R4000? (4)

1.3.4 How many shirts can he buy for R4000 if he buys 100 shirts? (2)

- 1.3.5 The coach orders the shirts and receives another 10% discount for the size of the order. Calculate the new price. (4)

(8)
 (4)

QUESTION 2

Jane wants to visit her grandmother during her school holidays. She will have to take a train as her parents are both working. Her grandmother lives 100km away.

2.1 If the bus travels at 100km/h throughout her trip, how long will it take her to reach her grandmother? (2)

2.2 The bus is only running at 75% of its normal speed on the way out, how long would this make the journey? (2)

2.3 The bus leaves at 08:00 but the bus station is only open from 07:30 to 17:00. How long will it take her to get to her grandmother's? (2)

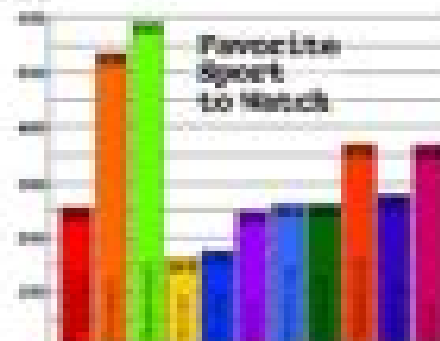
2.4 On the way back, the bus is only 75% of its normal speed, determine how much it will take her to get home. (2)

2.5 Jane's parents decided to pay for 50% of her ticket price. If the ticket costs R100, how much will she have to pay? (2)

(8)
 (4)

QUESTION 3

The graph below shows the results of a survey done at the school about what is the favourite sport to watch amongst learners.



3.1 How many learners are there in the school? (2)

3.2 Which sport is the most popular? (2)

3.3 Which sport is the least popular? (2)

3.4 Do you think the school should have more of this sport? (2)

Answers For Maths Grd10 November 2013 Question 4

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Understanding Physics Using Mathematical Reasoning Andrzej Sokolowski, 2021-08-20 This book speaks about physics discoveries that intertwine mathematical reasoning modeling and scientific inquiry It offers ways of bringing together the structural domain of mathematics and the content of physics in one coherent inquiry Teaching and learning physics is challenging because students lack the skills to merge these learning paradigms The purpose of this book is not only to improve access to the understanding of natural phenomena but also to inspire new ways of delivering and understanding the complex concepts of physics To sustain physics education in college classrooms authentic training that would help develop high school students skills of transcending function modeling techniques to reason scientifically is needed and this book aspires to offer such training The book draws on current research in developing students mathematical reasoning It identifies areas for advancements and proposes a conceptual framework that is tested in several case studies designed using that framework Modeling Newton s laws using limited case analysis Modeling projectile motion using parametric equations and Enabling covariational reasoning in Einstein formula for the photoelectric effect represent some of these case studies A wealth of conclusions that accompany these case studies drawn from the realities of classroom teaching is to help physics teachers and researchers adopt these ideas in practice

Mathematics Education in Africa Brantina Chirinda, Kakoma Luneta, Alphonse Uworwabayeho, 2022-11-28 This book is about mathematics teaching and learning in Africa during the Fourth Industrial Revolution The Fourth Industrial Revolution 4IR has evolved to utilize new technologies in the teaching and learning of Mathematics It is characterized by the fusion of the biological physical and digital worlds and embodies a new era of innovation in mathematics education leading to the rapid emergence of new technologies for mathematics teaching and learning Because 4IR in mathematics education is happening differently in various parts of Africa the authors of the various chapters in this volume have positioned their work in their respective local contexts The chapters address a wide variety of interests concerns and implications regarding 4IR and Mathematics Education in Africa Additionally a number of chapters address teaching mathematics in the context of the COVID 19 pandemic that has gripped the world Other chapters discuss the implications of inequalities in Africa that effect mathematics education during 4IR Chapters also incorporate arguments observations and suggestions to improve and transform the teaching and learning of mathematics in Africa during the 4IR This book highlights a new era of innovation in mathematics education in the context of the Fourth Industrial Revolution leading to the rapid emergence of new technologies in mathematics teaching and learning It is a valuable resource for graduate students people with research interests in the fourth industrial revolution and mathematics educators at any level including all mathematics teachers mathematics education curriculum designers and policymakers

Caught in the Act Cyril Julie, Lorna Holtman, Charles R. Smith, 2019-12-11 The research reported in *Caught in the Act* draws together the insights gained from a continuous professional development initiative for high school mathematics teachers teaching in low

socio economic status and socially challenged environments in South Africa The chapters show the possibilities for enhancing achievement in school mathematics if a strength based approach is adopted to develop teaching with teachers and when their concerns are taken seriously The book demonstrates that the ecological relevance fitness for the context in which teachers are teaching of the goods developed and distributed by initiatives should be a major consideration to offer hope for sustainable implementation to improve school mathematics education The book is of interest to mathematics teachers school leaders mathematics curriculum advisors policy makers and researchers

International Perspectives on Mathematics Curriculum Denisse R Thompson, Mary Ann Huntley, Christine Suurtamm, 2018-01-01 Curriculum can be defined in a variety of ways It might be viewed as a body of knowledge a product or a process Curricula can differ as they are conceptualized from various theoretical perspectives to address the needs of teachers students and the context of schooling One reason to study curriculum is to reveal the expectations processes and outcomes of students school learning experiences that are situated in different cultural and system contexts further studies of curriculum practices and changes are much needed to help ensure the success of educational reforms in the different cultural and system contexts Kulm Li 2009 p 709 This volume highlights international perspectives on curriculum and aims to broaden the wider mathematics education community's understandings of mathematics curriculum through viewing a variety of ways that curricula are developed understood and implemented in different jurisdictions countries Within this volume we define curriculum broadly as the set of mathematics standards or outcomes the messages inherent in mathematics curriculum documents and resources how these standards are understood by a variety of stakeholders and how they are enacted in classrooms The focus is on the written implied and enacted curriculum in various educational settings throughout the world

EBOOK: Becoming a Teacher: Issues in Secondary Education Meg Maguire, Simon Gibbons, Melissa Glackin, David Pepper, Karen Skilling, 2018-02-16 Becoming a Teacher provides a broad context for understanding education addressing issues such as the influence of international policy and practice education ideology and social justice This is balanced with practical advice for the classroom on topics such as assessment for learning learning technologies literacy numeracy and English as an additional language Becoming a Teacher draws extensively on contemporary research and empirical evidence to support critical reflection about learning and teaching Encouraging you to reflect on your knowledge and beliefs it explores some of the complex social and cultural influences that influence professional learning and practice The approach chimes with the government's recognition that trainee teachers should take a research informed approach towards classroom practice The fifth edition is refreshed and revitalized throughout with a complete revision of each chapter new chapters on Reforming ITE Teachers Lives and Careers International Influences Engagement and Motivation Learning and the Emotions Data Usage in Schools Safeguarding and Learning with Digital Technologies up to date referencing of research findings insightful policy analysis critical commentary on issues For those training to teach in secondary school on a Postgraduate Certificate in Education PGCE or a School Direct

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