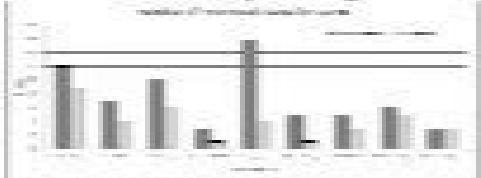


Grade 12 Mathematical Literacy: Memorandum Paper 2

- 1.1.1 Plus 94 Research ✓ ✓ 2
- 1.1.2 The newspaper is referencing its source of information ✓ ✓ 2
- 1.1.3 % of population = $\frac{7\,680}{27\,680\,720}$ as a % ✓ ✓ 4
- ✓ ✓ ✓ ✓
= 0,027% ✓ ✓
- 1.2.1 Predicted % = 60% ✓ 4
- Actual % = $\frac{16\,680\,720}{27\,680\,720}$ as a % ✓ ✓
- ✓ ✓ ✓ ✓
= 60,0% ✓
- 1.2.2 It means that the DA will get the most votes but will not get more than 50% of the votes. This means that they will not be completely in charge. ✓ ✓ 4
- Actual % = $\frac{32}{43}$ as a % ✓
- ✓ ✓ ✓ ✓
= 74,4% ✓
- 1.2.3 It means that they predict that COPE will get the second highest number of votes in these particular provinces and hence the second highest number of seats. ✓ ✓ 4
- COPE became the official opposition in only 4 of the predicted provinces namely the Eastern Cape, Free State, Limpopo and Northern Cape. In the North West Province, they share this position with the DA and in the Mpumalanga the DA is the official opposition. ✓ ✓ ✓ ✓
- 1.3.1  5
- ✓ ✓ ✓ ✓ ✓ graph correct
- 1.3.2 COPE did not do as well as had been predicted. ✓ 5
- The graph shows that except for the Western Cape where the predicted number of seats and the actual number of seats is the same, in all the other provinces the predicted result is more than the actual number of seats. In three of the provinces namely KwaZulu-Natal, Limpopo and Mpumalanga the predicted result was significantly more than the actual number of seats. ✓ ✓ ✓
- 1.4 The predicted results anticipated that COPE would do much better than it did. They predicted that this would result in the ANC getting fewer votes than it actually did get. In the Western Cape they predicted that the ID would do much better than it did which meant that the ANC and the DA did better than was predicted. The result was that the DA did get above 50% of the votes in the Western Cape. This survey gave the impression that the rise of COPE would make a big difference to the number of votes that the ANC would get. The sample that they used to obtain their data was only 0,027% of the voting population, which is a very small sample and hence could have given a skewed opinion. The newspaper does not say in which province(s) the sample was taken from. ✓ ✓ ✓ ✓ ✓ 5
- 2.1.1 R83 900 ✓ ✓ 2
- 2.2.1 There is no deposit needed ✓ ✓ 2
- 2.2.2 R1 390 + R87 = R1 476 ✓ ✓ ✓ 3
- 2.2.3 60 = R1 476 = R87 360 ✓ ✓ ✓ 3
- 2.2.4 R14 399 ✓ 1
- 2.2.5 Total cost = R87 360 + R14 399 ✓
- ✓ ✓ ✓ ✓
= R101 759 ✓
- Total cost in advert = R121 753,81 ✓
- This tiny difference is almost certainly the result of rounding ✓ ✓ 4
- 2.3.1 Principal debt = R28 040 ✓
- Number of years = 5 ✓
- Interest rate = 9,5% ✓
- Repayment factor = 21,00 ✓
- Monthly installment = $\frac{R28\,040}{1\,000} = 21,00$ ✓ 5

106mathematics Literacy 2015 Grade12 Memorandum

**Cornelia G. Turner, Claudia
Bischofberger**



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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

PASS Mathematical Literacy Grade 12 CAPS Cornelia G. Turner, Claudia Bischofberger, 2014-06-26

Mathematics Literacy E. Mulder, 2013

Study and Master Mathematical Literacy Grade 12 CAPS Study Guide

Cornelia G. Turner, Claudia Bischofberger, 2013-12-19

Mathematical Literacy, Grade 12 Karen Morrison, Karen

Press, 2014-05 Study Master Mathematical Literacy Grade 10 has been especially developed by an experienced author team according to the Curriculum and Assessment Policy Statement CAPS This new and easy to use course helps learners to master essential content and skills in Mathematical Literacy The Teacher s File includes a weekly teaching schedule divided into the four terms to guide the teacher on what to teach extra project templates for teachers to choose from solutions to all the activities in the Learner s Book

Discovering Mathematical Literacy, grade 12, 2007

Study and Master

Mathematical Literacy Grade 11 CAPS Study Guide Cornelia G. Turner, Claudia Bischofberger, 2014-08-07

Study

and Master Mathematical Literacy, Grade 10 Cornelia G. Turner, Trudi Turner, Claudia Bischofberger, 2014-11-13

Study and Master Mathematical Literacy Grade 12 Teacher's Guide Noleen Jakins, Deirdre Yeo, 2007-07

Oxford

Successful Mathematical Literacy Werner Ladewig, Rika Potgieter, Johan Pretorius, Marco Casati, Rob Foote, 2013

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