

# P.1 MATHEMATICAL LITERACY



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# MEMO-2024

## G.12

NATIONAL  
SENIOR CERTIFICATE

QUESTION 1

1.1

Each person goes to school for 107 minutes. The school year will be held at a constant rate, starting at 18:00.

TABLE 1 below shows some of the budgeted expenses for the party.

TABLE 1: BUDGETED EXPENSES FOR THE PARTY

Cost of the venue	R 120 000,00 per day for the day
Food and drink	R 150 000,00 per day for the day
Decorations	R 50 000,00
Transportation	R 100 000,00
Accommodation	R 200 000,00
Other	R 100 000,00
Total	R 620 000,00

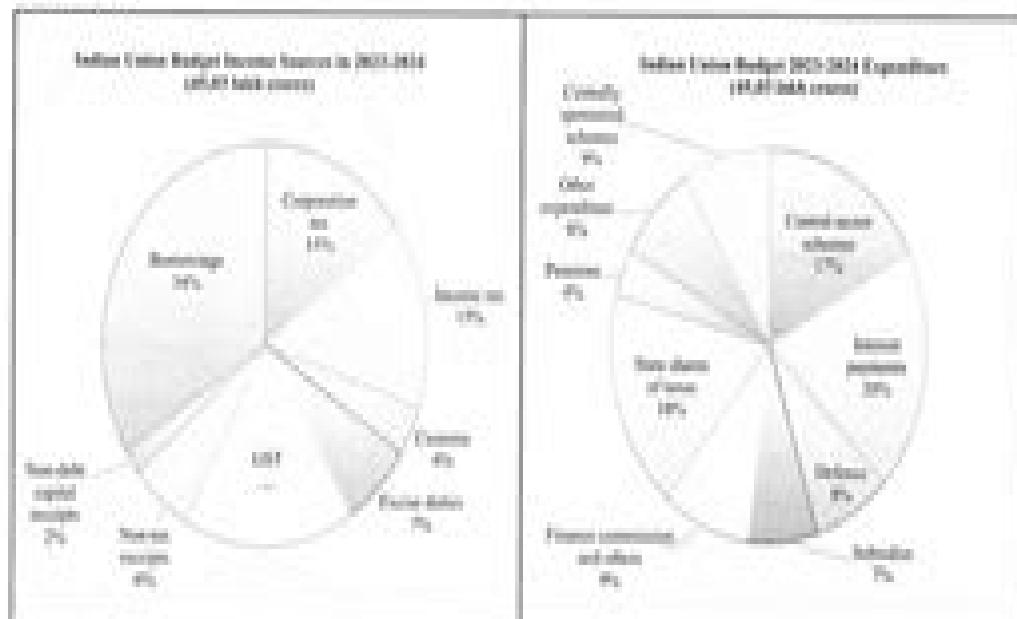
Use TABLE 1 and the information above to answer the questions that follow.

1.1.1 The table below represents the cost to host the party.

TABLE 1.1: COST TO HOST THE PARTY

Number of guests	1	2	3	4	5	6	7	8	9
Cost (R)	4 000	6 000	8 000	10 000	12 000	14 000	16 000	18 000	20 000

QUESTION 2



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# Mathematical Literacy Memo Grade 1for 2014 November

**Rose L. Colby**



## **Mathematical Literacy Memo Grade 1for 2014 November:**

**Knowledge, Curriculum and Equity** Brian Barrett,Ursula Hoadley,John Morgan,2017-07-20 In 2008 the first in a series of symposia established a social realist case for knowledge as an alternative to the relativist tendencies of the constructivist post structuralist and postmodernist approaches dominant in the sociology of education The second symposium focused on curriculum and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum Finally the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and with a concerted empirical focus bring these social realist ideas and arguments into conversation with data Knowledge Curriculum and Equity Social Realist Perspectives contains the work of the third symposium where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study Fundamentally the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy The central concern is with the on going social reproduction of inequality through schooling and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it This book consists of 13 chapters by different authors working in Oceania Asia Europe Africa and North America From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all *How We Teach Science* John L. Rudolph,2019-06-01 Despite an enduring belief that science should be taught there has been no enduring consensus about how or why This is especially true when it comes to teaching scientific process John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and determine how science is perceived by the public

*Competency-Based Education* Rose L. Colby,2019-01-02 Competency Based Education introduces educators to a new model for anytime anywhere schooling and provides tools and curriculum resources for redesigning the traditional structures of K 12 schools Based on pioneering work across multiple states the book shows how educators can design central elements of competency based education including performance tasks personal learning plans and grading systems to meet the needs and interests of all students Rose L Colby provides critical tools for creating these elements in collaborative teams and engaging stakeholders such as educators parents and community members The book incorporates case studies and voices from the field and examines the variety of competency models that schools have adopted highlighting the benefits for students Competency Based Education provides a much needed resource at a time when states districts and schools are working to implement competency based models and experimenting with new accountability systems that include evidence of learning beyond standardized tests

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