

# 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 who is entitled to R100 000. Your special award will be held at a special event, starting at 18:00.

TABLE 1: A table showing some of the budgeted expenses for the party.

TABLE 1: BUDGETED EXPENSES FOR THE PARTY	
Cost of the venue	R150 000 (one-time fee for the day)
Food and drink	R200 000 (per person, per hour)
Decorations	R50 000
Entertainment	R100 000
Transportation	R200 000 (per person, per hour)
Other	R100 000 (one-time fee for the day)
Total	R700 000

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

1.1.1 The table below represents the cost of food and drink.

TABLE 1.1: COST OF FOOD AND DRINK FOR THE PARTY										
Number of people	1	2	3	4	5	6	7	8	9	10
Cost (R)	1 000	2 000	3 000	4 000	5 000	6 000	7 000	8 000	9 000	10 000

QUESTION 2



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# Mathematical Literacy Paper November 2014 Memo Grade 1

**John L. Rudolph**



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

**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 A former Wisconsin high school science teacher makes the case that how and why we teach science matters especially now that its legitimacy is under attack Why teach science The answer to that question will determine how it is taught Yet despite the enduring belief in this country 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 Nearly all of the basic knowledge we have about the world is rock solid The science we teach in high schools in particular laws of motion the structure of the atom cell division DNA replication the universal speed limit of light is accepted as the way nature works Everyone also agrees that students and the public more generally should understand the methods used to gain this knowledge But what exactly is the scientific method Ever since the late 1800s scientists and science educators have grappled with that question Through the years they've advanced an assortment of strategies ranging from the laboratory method to the five step method to science as inquiry to no method at all How We Teach Science reveals that each strategy was influenced by the intellectual cultural and political circumstances of the time In some eras learning about experimentation and scientific inquiry was seen to contribute to an individual's intellectual and moral improvement while in others it was viewed as a way to minimize public interference in institutional science John Rudolph shows that how we think about and teach science will either sustain or thwart future innovation and ultimately determine how science is perceived and received

by the public      **Annual Report** Mpumalanga (South Africa). Department of Education, 2014

## Reviewing **Mathematical Literacy Paper November 2014 Memo Grade 1**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Mathematical Literacy Paper November 2014 Memo Grade 1**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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