

## Grade 10 Mathematical Literacy

MARKS: 150

TIME: 3 hours

## QUESTION 1

- 1.1 Calculate the following:
- 1.1.1.  $3,5(7,45 - 2,98)$  (1)
  - 1.1.2.  $35 + 12 \times 4$  (1)
  - 1.1.3.  $\frac{3}{4}$  of R375 (2)
  - 1.1.4.  $\frac{3}{4} + 1\frac{1}{2}$  (1)
- 1.2 A pair of jeans costs R299. How much will you pay for them if you get a  $33\frac{1}{3}\%$  discount? (2)
- 1.3 The dilution instructions on an energy sports drink concentrate are: dilution ratio (concentrate and water) 1 + 4.
- 1.3.1 Explain what is meant by this instruction. (2)
  - 1.3.2 How many ml of concentrate and how many ml of water do you need to make up 1litre of energy drink? (2)
  - 1.3.3 If your friend mixes  $3\frac{1}{2}$  cups concentrate with 15 cups of water, will his energy drink taste the same as yours? Explain your answer. (3)
- 1.4 Vusi works at a car-wash. He earns R55 a day plus R10 for every car he washes. Calculate how much he earned if he:
- 1.4.1 washed 5 cars. (2)
  - 1.4.2 washed 7 cars (2)
  - 1.4.3 washed  $x$  cars. (2)
- 1.5 Fatimah is getting a 5,5% increase in salary and Ali is getting an increase in salary of R292,50 more per month. Fatimah earns R4 575 per month and Ali earns R6 500 per month.
- 1.5.1 Determine Fatimah's new salary per month. (2)
  - 1.5.2 Who received the greater increase in terms of actual money? (1)
  - 1.5.3 Who received the greater percentage increase? Show your working. (2)
- 1.6 Priscilla earned R1 725 for 15 days work. Determine how much she would earn if she worked for 20 days. (3)
- 1.7 The scale on a map is 1:50 000. If the distance between two towns on the map is 3,7cm, determine the distance between the towns in kilometers. (4)

# Maths Lit Final Exam Grade 10 2014

**A Loxley**



## **Maths Lit Final Exam Grade 10 2014:**

*Assessing Academic Literacy in a Multilingual Society* Albert Weideman, John Read, Theo du Plessis, 2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy The dominant medium of instruction in the universities is English and to a much lesser extent Afrikaans but only a minority of the national population are native speakers of these languages Nine other languages can be media of instruction in schools which makes the transition to tertiary education difficult enough in itself for students from these schools The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience The Global Testing Culture William C. Smith, 2016-01-04 The past thirty years have seen a rapid expansion of testing exposing students worldwide to tests that are now more than ever standardized and linked to high stakes outcomes The use of testing as a policy tool has been legitimized within international educational development to measure education quality in the vast majority of countries worldwide The embedded nature and normative power of high stakes standardized testing across national contexts can be understood as a global testing culture The global testing culture permeates all aspects of education from financing to parental involvement to teacher and student beliefs and practices The reinforcing nature of the global testing culture leads to an environment where testing becomes synonymous with accountability which becomes synonymous with education quality Underlying the global testing culture is a set of values identified from the increasing literature on world culture These include education as a human right academic intelligence faith in science decentralization and neoliberalism Each of these values highlights different aspects of the dialogue in support of high stakes standardized testing The wide approval of these values and their ability to legitimate various aspects of high stakes testing reinforces the taken for granted notion that such tests are effective and appropriate education practices However a large body of literature emphasizes the negative unintended consequences teaching to the test reshaping the testing pool the inequitable distribution of school resources and teachers attention and reconstructing the role of the student teacher and parent commonly found when standardized census based tests are combined with high stakes outcomes for educators or students This book problematizes this culture by providing critical perspectives that challenge the assumptions of the culture and describe how the culture manifests in national contexts The volume makes it clear that testing per se is not the problem Instead it is how tests are administered used or misused and linked to accountability that provide the global testing culture with its powerful ability to shape schools and society and lead to its unintended undesirable consequences **Readers' Guide to Periodical Literature** ,1916 Author and subject index to a selected list of periodicals not included in the Readers guide and to composite books **Readers' Guide to Periodical**

**Literature** Anna Lorraine Guthrie, Bertha Tannehill, Neltje Marie Tannehill Shimer, 1919 An author subject index to selected general interest periodicals of reference value in libraries      Tests in Print V Linda L. Murphy, James C. Impara, Barbara S. Plake, 1999      **The ETS Test Collection Catalog** Educational Testing Service. Test Collection, 1993 The major source of information on the availability of standardized tests Wilson Library Bulletin Covers commercially available standardized tests and hard to locate research instruments      *Report of the State Civil Service Commission* , 1914      **Bulletin No. of the Investigation of Engineering Education** Society for the Promotion of Engineering Education (U.S.). Board of Investigation and Coordination, 1928      *The American Report* International Commission on the Teaching of Mathematics, 1911 The reports from each committee have a distinctive title I and II Mathematics in the elementary schools of the United States III and IV Mathematics in the public and private secondary schools of the United States V Training of teachers of elementary and secondary mathematics VI Mathematics in the technical secondary schools in the United States VII Examinations in mathematics other than those set by the teacher for his own classes VIII Influences tending to improve the work of the teacher of mathematics IX Mathematics in the technological schools of collegiate grade in the United States X Undergraduate work in mathematics in colleges of liberal arts and universities XI Mathematics at West Point and Annapolis XII Graduate work in mathematics in Universities and in other institutions of like grade in the United States Main report entitled Report of the American Commissioners of the International Commission on the Teaching of Mathematics      The Software Finder , 1983      **Reader's Guide to Periodical Literature Supplement** , 1922      **New York State Service** New York (State). Department of Civil Service, 1912      **Commonwealth Universities Yearbook** , 1981 A directory to the universities of the Commonwealth and the handbook of their association      **Reference Catalogue of Current Literature** , 1906      Documents of the Senate of the State of New York New York (State). Legislature. Senate, 1912      **Bulletin of the Investigation of Engineering Education** American Society for Engineering Education, 1929      **Test Resource Catalog, 1986** , 1986      Personalizing Test Use Frank Burton Womer, Willard B. Frick, 1965      *Bulletin* Massachusetts. Department of Education. Division of University Extension, 1961      *Recording for the Blind & Dyslexic, ... Catalog of Books* , 1996

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