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25 November 2011

Mr Bobby Soobrayan
Director General
Department of Basic Education
222 Struben Street
PRETORIA

Re: AMESA Report of the Maths & Maths Literacy Examination Papers

On behalf of the National Council of the Association for Mathematics Education of South Africa (AMESA), I would like to commend the Department of Basic Education for the wonderful support afforded the Grade 12 learners and their teachers in the 2011 academic year.

I would also like to make a formal submission of the AMESA Report of the Mathematics and Mathematics Literacy Examination Papers 1 & 2 that were written by the Grade 12 learners on the October and 31 November 2011 respectively.

The purpose of the report is to provide constructive feedback to the Department of Education in the spirit of promoting Mathematics education and enhancing the quality of the teaching and learning of Mathematics in South Africa. The report will cover specific comments on each paper focusing on the following aspects:

- A. Overall Review
 - 1. Technical Aspects (typing; diagrams; etc)
 - 2. Language used and compliance with the cognitive levels of thinking
 - 3. Curriculum coverage
 - 4. Comparison with 2010 papers
 - 5. Overall Observations
- B. Question by Question Analysis

It is our hope that the report, especially the question by question analyses will be useful to the Examiners, Markers and Moderators in our attempt to promote the high standard of Mathematics education in our country.

Many thanks

Elspeth Mmatladi Khembo
AMESA National President

Maths Amesa Question Papers

College Entrance Examination Board

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the text 'College Entrance Examination Board'.

Maths Amesa Question Papers:

History of Mathematics in Africa: 1986-1999 Paulus Gerdes,Ahmed Djebbar,2011 **Mathematical Knowledge in Teaching** Tim Rowland,Kenneth Ruthven,2011-01-06 The quality of primary and secondary school mathematics teaching is generally agreed to depend crucially on the subject related knowledge of the teacher However there is increasing recognition that effective teaching calls for distinctive forms of subject related knowledge and thinking Thus established ways of conceptualizing developing and assessing mathematical knowledge for teaching may be less than adequate These are important issues for policy and practice because of longstanding difficulties in recruiting teachers who are confident and conventionally well qualified in mathematics and because of rising concern that teaching of the subject has not adapted sufficiently The issues to be examined in Mathematical Knowledge in Teaching are of considerable significance in addressing global aspirations to raise standards of teaching and learning in mathematics by developing more effective approaches to characterizing assessing and developing mathematical knowledge for teaching **Mathematics Teacher Education** A.J. Dawson,Barbara Jaworski,Terry Wood,2003-09-02 Currently there is substantial exchange and communication between academic communities around the world as researchers endeavour to discover why so many children fail at a subject that society deems crucial for future economic survival This book charts current thinking and trends in teacher education around the world and looks critically at the inservice education of maths teachers The contributors explore the processes practices and issues in teacher education projects in ten countries and these are then discussed and related to current philosophies of teacher education The book provides an insight into the successes and shortcomings of many different approaches to maths education **For the Learning of Mathematics** ,2003 Collaboration in Teacher Education Andrea Peter-Koop,Vânia Santos-Wagner,C.J. Breen,A.J.C Begg,2013-03-09 This book systematically explores and reflects on a variety of issues related to collaborative mathematics teacher education practice and research such as classroom coaching mentoring or co learning agreements highlighting the evolution and implications of collaborative enterprises in different cultural settings It is relevant to educational researchers research students and practitioners **Researching Possibilities in Mathematics, Science and Technology Education** Mamokgethi Setati,2009 Mathematics Science and Technology Education MSTE emerged as a research discipline in the 1960s and continues to reflect the distinctive flavour and character of its roots in Western societies and science In this mode often based on positivist frameworks research environments are characterised by idealised environments sanitised research conditions depoliticised neutralised data and contested analyses The book arises from needs in the mathematics and science education research community in Southern Africa for a methodology text that is responsive to rapidly changing educational environments and to the challenges and possibilities of research in contexts characterised by inequality diversity poverty violence the particular history within which research takes place and the consequent ethical and socio political considerations The book also acknowledges and works with the practical and political realities of education

and schooling in much of Southern Africa where schools are often poorly resourced and communication with them is often difficult and where research methodologies and ethics have to take account of the complexities of school operations and school community relationships The book does not aim to position itself as a counterpoint to conventional research methodologies It aims to build on the established base of mainstream MSTe and seeks to elevate and widen the debates raise methodological issues and offer innovative possibilities and pedagogies To this end the chapters present theoretical meta level reflections on issues in research design in the fields of mathematics science and technology education In this shift of focus the book draws on a number of fairly recent research approaches These include ethno mathematics cultural studies in science education place based education community based education environmental education socially critical theory and education for social and economic development

Exploring Mathematics and Science Teachers' Knowledge Hamsa Venkat, Marissa Rollnick, John Loughran, Mike Askew, 2014-05-09 Globally mathematics and science education faces three crucial challenges an increasing need for mathematics and science graduates a declining enrolment of school graduates into university studies in these disciplines and the varying quality of school teaching in these areas Alongside these challenges internationally more and more non specialists are teaching mathematics and science at both primary and secondary levels and research evidence has revealed how gaps and limitations in teachers content understandings can lead to classroom practices that present barriers to students learning This book addresses these issues by investigating how teachers content knowledge interacts with their pedagogies across diverse contexts and perspectives This knowledge practice nexus is examined across mathematics and science teaching traversing schooling phases and countries with an emphasis on contexts of disadvantage These features push the boundaries of research into teachers content knowledge The book s combination of mathematics and science enriches each discipline for the reader and contributes to our understandings of student attainment by examining the nature of specialised content knowledge needed for competent teaching within and across the two domains *Exploring Mathematics and Science Teachers Knowledge* will be key reading for researchers doctoral students and postgraduates with a focus on Mathematics Science and teacher knowledge research

South African national bibliography, 1995 **Math Exam Papers**, 1880 *Mathematics*, 1994 **Examination Questions in Mathematics** College Entrance Examination Board, 1925 *Examination Questions in Mathematics* College Entrance Examination Board, 1925 *Mathematics. Higher Specimen Question Papers and Marking Instructions* Scottish Qualifications Authority, 1998 *Mathematical Questions and Solutions, from the "Educational Times"* W. J. C. Miller, 1868 **Questions in pure mathematics proposed at the B.A. and B.Sc. pass and honours examinations of the University of London with complete solutions by J.E.A. Steggall** London univ, exam. papers, John Edward A. Steggall, 1882 **Mathematics Papers: Matriculation Examination Questions with Answers. 7th Ed**, 1959 **INTERMEDIATE I YEAR MATHS IA (Telugu Medium) TEST PAPERS** Vikram Books, 2014-11-17 Intermediate First Year MATHS I A Test papers Issued by

Board of Intermediate Education w e f 2013 2014 Army examination papers in mathematics, questions set at the preliminary examinations for Sandhurst and Woolwich [ed.] by J.F. Davis Army, 1892 **Mathematical Questions and Solutions - From the Educational Times. with Many Papers and Solutions** W J C Miller, 2010-09 This is a facsimile reprint of the original book by W J C Miller rebuilt using the latest technology There are no poor missing or blurred pages and all photographic images have been professionally restored At Yokai Publishing we believe that by restoring this title to print it will live on for generations to come **Questions at the mathematical (and physical) examination** Oxford univ, exam. papers, 2nd publ. exam, 1831

Decoding **Maths Amesa Question Papers**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Maths Amesa Question Papers**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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