



MATHEMATICAL LITERACY COMMON TESTING GUIDE & SCOPE – 2021

NB: This scope must be used in conjunction with CAPS; Abridged Section 4 amendments of CAPS; the 2021 Recovery ATP and Examination Guidelines.

TERM 1 - CONTROL TEST

GRADE	10
PAPER	One Paper
DURATION OF THE PAPER	1½ hours
TOTAL MARKS	75 Marks

EXPECTED CURRICULUM COVERAGE/TOPICS/SECTIONS

TOPIC: NUMBERS AND CALCULATIONS WITH NUMBER

- Number formats and conventions,
- Operations on whole numbers, decimals and fractions, calculator skills.
- Rounding,
- Ratios,
- Proportions,
- Rates,
- Percentages.

WEEKS 1 TO 4

TOPIC: PATTERNS, RELATIONSHIPS AND REPRESENTATIONS

- Patterns and relationships,
- Pattern and relationship representations
- Interpretation of tables and graphs
- Making sense of graphs that tell a story,
- Write a story from a graph or draw a graph from a story

WEEKS 5 TO 7

TOPIC: DATA HANDLING

- Developing questions, collecting data, classifying and organizing data.
- Summarising data: Mean, Median, Mode and Range
- Analysing data

WEEKS 8 TO 9

TERM 2 - CONTROL TEST

GRADE	10
PAPER	One Paper
DURATION OF THE PAPER	1½ hours
TOTAL MARKS	75 Marks

EXPECTED CURRICULUM COVERAGE/TOPICS/SECTIONS

All topics completed in term 2 will be tested.

TOPIC : FINANCE

- Financial documents: households bills, shopping slips, Banking documents, household budget
- Terminology used in financial documents
- Tariff systems: municipal, telephone, transport and bank fees
- Calculate cost using tariff and /or formulae
- Draw and interpret graphs of various tariff systems

WEEKS 1 AND 2

Scope For Maths Paper1 On Grade 10

KJ Lindholm-Leary



Scope For Maths Paper1 On Grade 10:

Resources in Education, 2001-04 **Research in Education**, 1974 *Math Trailblazers 2E G4 Teacher Implementation Guide*, 2003 A research based NSF funded K5 mathematics program integrating math science and language arts Includes a Spanish translation of instructional units *Handbook of International Research in Mathematics Education* Lyn D. English, David Kirshner, 2010-04-02 This book brings together mathematics education research that makes a difference in both theory and practice research that anticipates problems and needed knowledge before they become impediments to progress Dragon Gate Kangmin Zeng, 1999-01-01 This text examines the enormous pressure placed on University students in Japan Korea and Taiwan which have led to the rapid expansion of the cramming industry and to a growing number of students looking to religion and spirituality for guidance The book examines the issue of the rise in youth suicides and the dramatic rise in levels of cheating both raising fundamental questions about the education system in the late 1990s

Proceedings of the Fourth International Congress on Mathematical Education M. Zweng, Green, Kilpatrick, Pollack, Suydam, 2012-12-06 Henry O Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill New Jersey USA The Fourth International Congress on Mathematics Education was held in Berkeley California USA August 10 16 1980 Previous Congresses were held in Lyons in 1969 Exeter in 1972 and Karlsruhe in 1976 Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries at least half of these come from outside of North America About 450 persons participated in the program either as speakers or as presiders approximately 40 percent of these came from the U S or Canada There were four plenary addresses they were delivered by Hans Freudenthal on major problems of mathematics education Hermina Sinclair on the relationship between the learning of language and of mathematics Seymour Papert on the computer as carrier of mathematical culture and Hua Loo Keng on popularising and applying mathematical methods George Polya was the honorary president of the Congress illness prevented his planned attendance but he sent a brief presentation entitled Mathematics Improves the Mind There was a full program of speakers panelists debates miniconferences and meetings of working and study groups In addition 18 major projects from around the world were invited to make presentations and various groups representing special areas of concern had the opportunity to meet and to plan their future activities **2024-25 CTET Primary Level Class I to V Solved Papers** YCT Expert Team , 2024 25 CTET Primary Level Class I to V Solved Papers 784 1495 E This book contains 26 sets of the previous year s papers and also covers all 5 topics International Handbook of Mathematics Teacher Education: Volume 1 , 2019-12-02 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while maintaining the themes for each of the volumes Collectively the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers teacher educators

researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 1 Knowledge Beliefs and Identity in Mathematics Teaching and Teaching Development edited by Despina Potari and Olive Chapman examines teacher knowledge beliefs identity practice and relationships among them These important aspects of mathematics teacher education continue to be the focus of extensive research and policy debate globally Thus as the first volume in the series it appropriately addresses central topics issues that provide an excellent beginning to engage in the field of mathematics education through the handbook Contributors are Jill Adler Mike Askew Maria Bartolini Bussi Anne Bennison Kim Beswick Olive Chapman Charalambos Charalambos Helen Chick Marta Civil Sandra Crespo Sean Delaney Silvia Funghi Merrilyn Goos Roberta Hunter Barbara Jaworski Kim Koh Esther S Levenson Yeping Li Niamh O Meara JoengSuk Pang Randolph Phillipp Despina Potari Craig Pournara Stephen Quirke Alessandro Ramploud Tim Rowland John Zig Siegfried Naiqing Song Konstantinos Stouraitis Eva Thanheiser Collen Vale Hamsa Venkat and Huirong Zhang

Handbook of Research on the Education of Young Children Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in the field

Paper Trade Journal ,1919 **Exceptional Children** Herbert Goldstein,1978 **2025-26 CTET Primary Level Class I-V Solved Papers** YCT Expert Team , 2025 26 CTET Primary Level Class I V Solved Papers 816 995 E This book covers Child Development and Pedagogy Language I Language II Math and Environmental Studies and contains previous solved

papers U.S. Geological Survey Professional Paper ,1970 **Collected Papers. Volume VII** Florentin Smarandache,2022-02-01 This seventh volume of Collected Papers includes 70 papers comprising 974 pages on theoretic and applied neutrosophics written between 2013 2021 by the author alone or in collaboration with the following 122 co authors from 22 countries Mohamed Abdel Basset Abdel Nasser Hussian C Alexander Mumtaz Ali Yaman Akbulut Amir Abdullah Amira S Ashour Assia Bakali Kousik Bhattacharya Kainat Bibi R N Boyd mit Budak Lulu Cai Cenap zel Chang Su Kim Victor Christianto Chunlai Du Chunxin Bo Rituparna Chutia Cu Nguyen Giap Dao The Son Vinayak Devvrat Arindam Dey Partha Pratim Dey Fahad Alsharari Feng Yongfei S Ganesan Shivam Ghildiyal Bibhas C Giri Masooma Raza Hashmi Ahmed Refaat Hawas Hoang Viet Long Le Hoang Son Hongbo Wang Hongnian Yu Mihaiela Iliescu Saeid Jafari Temitope Gbolahan Jaiyeola Naeem Jan R Jeevitha Jun Ye Anup Khan Madad Khan Salma Khan Ilanthenral Kandasamy W B Vasantha Kandasamy Darjan Karaba evi Kifayat Ullah Kishore Kumar P K Sujit Kumar De Prasun Kumar Nayak Malayalan Lathamaheswari Luong Thi Hong Lan Anam Luqman Luu Quoc Dat Tahir Mahmood Hafsa M Malik Nivetha Martin Mai Mohamed Parimala Mani Mingcong Deng Mohammed A Al Shumrani Mohammad Hamidi Mohamed Talea Kalyan Mondal Muhammad Akram Muhammad Gulistan Farshid Mofidnakhaei Muhammad Shoaib Muhammad Riaz Karthika Muthusamy Nabeela Ishfaq Deivanayagampillai Nagarajan Sumera Naz Nguyen Dinh Hoa Nguyen Tho Thong Nguyen Xuan Thao Noor ul Amin Dragan Pamur Gabrijela Popovi S Krishna Prabha Surapati Pramanik Priya R Qiaoyan Li Yaser Saber Said Broumi Saima Anis Saleem Abdullah Ganeshsree Selvachandran Abdulkadir Seng r Seyed Ahmad Edalatpanah Shahbaz Ali Shahzaib Ashraf Shouzhen Zeng Shio Gai Quek Shuangwu Zhu Shumaiza Sidra Sayed Sohail Iqbal Songtao Shao Sundas Shahzadi Dragi a Stanujki eljko Stevi Udhayakumar Ramalingam Zunaira Rashid Hossein Rashmanlou Rajkumar Verma Luige Vl d reanu Victor Vl d reanu Desmond Jun Yi Tey Sel uk Topal Naveed Yaqoob Yanhui Guo Yee Fei Gan Yingcang Ma Young Bae Jun Yuping Lai Hafiz Abdul Wahab Wei Yang Xiaohong Zhang Edmundas Kazimieras Zavadskas Lemnaouar Zedam **Geological Survey Professional Paper** ,1970 **Current Index to Journals in Education** ,1998 **Neutrosophic Theory and Its Applications, Vol. I** Florentin Smarandache,2014-12-01 This volume contains 45 papers written by the author alone or in collaboration with the following co authors Mumtaz Ali Said Broumi Sukanto Bhattacharya Mamoni Dhar Irfan Deli Mincong Deng Alexandru Gal Valeri Kroumov Pabitra Kumar Maji Maikel Leyva Vazquez Feng Liu Pinaki Majumdar Munazza Naz Karina Perez Teruel R dvan Sahin A A Salama Muhammad Shabir Rajshekhar Sunderraman Luige Vladareanu Magdalena Vladila Stefan Vladutescu Haibin Wang Hongnian Yu Yan Qing Zhang Handbook of Research on Mathematics Teaching and Learning Douglas Grouws,2006-11-01 Sponsored by the National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education the Handbook is specifically designed to make important vital scholarship accessible to mathematics education professors graduate students educational researchers staff development directors curriculum supervisors and teachers The Handbook provides a framework for understanding the evolution of the

mathematics education research field against the backdrop of well established conceptual historical theoretical and methodological perspectives It is an indispensable working tool for everyone interested in pursuing research in mathematics education as the references for each of the Handbook s twenty nine chapters are complete resources for both current and past work in that particular area

Learning and Doing Policy Analysis in Education: Examining Diverse Approaches to Increasing Educational Access Maria Teresa Tatto,Justin Bruner,Fida Hussain Chang,Corvett George Cramfield,Tara Miyoko Kintz,Nai-Cheng Kuo,Sandra Kurtti Pylvainen,Andleeb Sharif,2012-09-17 This book originated in a policy analysis class at Michigan State University taught during 2010 Using Professor Tatto s unique approach to teaching policy analysis the professor and students agreed to construct a class that represented a reflective and grounded experience in the policy analysis of a current and relevant issue with global ramifications we began exploring policies that were developed at the global level and that were implemented locally We investigated the surge of globally developed standards and regulations in an effort to improve education Our goal was to learn cross nationally about policies that seek to reform curriculum and instruction under efficiency and global competitiveness arguments such as Education for All EFA and its USA cousin No Child Left Behind NCLB We knew our work would be bounded by the time available in a one semester class and by resource constraints We did exploratory inquiry supported by literature reviews reports on rigorous research studies and in one case an exploratory case study The policies we chose to explore such as EFA and NCLB offered us the opportunity to examine current reform tendencies that are intended to provide access to quality education for all children the preparation of teachers to support diverse populations the organization of schools to accommodate these children in response to vague policy mandates and power issues affecting the different constituencies and stakeholders The effects of these and other policies were difficult to track because research is scant and decisions are frequently made based on ideology or political persuasion Our purpose was to explore the critical issues that originated such policies and to search for documented evidence regarding policy implementation and effectiveness We investigated the factors that seemed to interfere with successful implementation from conceptual theoretical and methodological perspectives In this class we learned thatthere are not ready set frameworks for policy analysis but rather that these have to be constructed according to the issues that emerge as policies are conceptualized and implemented to fit local contexts and needs The book pays particular attention to the contexts of policy including the evolving conceptualization of global and local systems of governance knowledge regimes and policy spaces The book is designed for faculty and doctoral students in education who are interested in understanding diverse frameworks for policy analysis and for those in the general public who are interested in the policies we analyze here

Proceedings of the National Association of State Universities and Land-Grant Colleges Association of State Universities and Land-Grant Colleges. Convention,American Association of Land-Grant Colleges and State Universities. Convention,Association of American Agricultural Colleges and Experiment Stations. Convention,National Association of State

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