

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**MATHEMATICAL LITERACY PAPER 2  
HALF-YEARLY EXAMINATION**

**MARKS: 75**

**TIME: 1 ½ HOUR**

**This question paper consist of 11 pages with an Annexure**

# June 2014 Mathematical Literacy Paper2 Question Paper

**John L. Rury**



## **June 2014 Mathematical Literacy Paper2 Question Paper:**

*Literacy as Numbers Teacher's Book* Mary Hamilton, Bryan Maddox, Camilla Addey, 2015-03-05 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education Mathematical Modelling Education and Sense-making Gloria Ann Stillman, Gabriele Kaiser, Christine Erna Lampen, 2020-05-14 This volume documents on going research and theorising in the sub field of mathematics education devoted to the teaching and learning of mathematical modelling and applications Mathematical modelling provides a way of conceiving and resolving problems in people s everyday lives as well as sophisticated new problems for society at large Mathematical modelling and real world applications are considered as having potential for cultivating sense making in classroom settings This book focuses on the educational perspective researching the complexities encountered in effective teaching and learning of real world modelling and applications for sense making is only beginning All authors of this volume are members of the International Community of Teachers of Mathematical Modelling ICTMA the peak research body into researching the teaching and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace **Frontiers in the Acquisition of Literacy** Claire M. Fletcher-Flinn, 2015-09-28 Learning to read and to spell are two of the most important cultural skills that must be acquired by children and for that matter anyone learning a second language We are not born with an innate ability to read A reading system of mental representations that enables us to read must be formed in the brain Learning to read in alphabetic orthographies is the acquisition of such a system which links mental representations of visual symbols letters in print words with pre existing phonological sound and semantic comprehension cognitive systems for language Although spelling draws on the same representational knowledge base and is usually correlated with reading the acquisition processes involved are not quite the same Spelling requires the sequential production of letters in words and at beginning levels there may not be a full degree of integration of phonology with its representation by the orthography Reading on the other hand requires only the recognition of a word for pronunciation Hence spelling is more difficult than reading and learning to spell may necessitate more complete representations or more conscious access to them The learning processes that children use to acquire such cognitive systems in the brain and whether these same processes are universal across different languages and orthographies are central theoretical questions Most children learn to read and spell their language at the same time thus the co ordination of these two facets of literacy acquisition needs explication as well as the effect of different teaching approaches on acquisition Lack of progress in either reading and or spelling is also a major issue of concern for parents and teachers necessitating a cross disciplinary approach to the problem encompassing major efforts from researchers in neuroscience cognitive science experimental psychology and education The purpose of this Research Topic is to summarize and review what has been accomplished so far and to further explore these general issues Contributions from different

perspectives are welcomed and could include theoretical computational and empirical works that focus on the acquisition of literacy including cross orthographic research

[The Disorder of Mathematics Education](#) Hauke Straehler-Pohl, Nina Bohlmann, Alexandre Pais, 2016-08-23 Research within a socio political paradigm or turn has been gradually recognized and institutionalized as an important part of mathematics education This book focuses on the neglected problems tensions and contradictions evoked by this process The authors do this by challenging current regimes of truth about mathematics education by identifying how recent technological developments challenge or suspend contemporary conceptions of mathematics education by critiquing the ideological entanglement of mathematics its education and schooling with capitalism by self reflective analyses of researchers impacts on shaping what is and can be perceived as the practice of mathematics education research and by confronting main stream mathematics education with socio political contexts that are usually neglected In this way mathematical rationality becomes contextualized within contemporary society where it reproduces itself through technologies social practices media and other spheres of social life

[Teaching Mathematics Creatively](#) Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom

[An Age of Accountability](#) John L. Rury, 2023-10-13 An Age of Accountability highlights the role of test based accountability as a policy framework in American education from 1970 to 2020 For more than half a century the quest to hold schools and educators accountable for academic achievement has relied almost exclusively on standardized assessment The theory of change embedded in almost all test based accountability programs held that assessment with stipulated consequences could lead to major improvements in schools This was accomplished politically by proclaiming lofty goals of attaining universal proficiency and closing achievement gaps which repeatedly failed to materialize But even after very clear disappointments no other policy framework has emerged to challenge its hegemony The American public today has little confidence in institutions to improve the quality of goods and services they provide especially in the public sector As a consequence many Americans continue to believe that

accountability remains a vital necessity even if educators and policy scholars disagree      *Numeracy Across the Curriculum*  
Merrilyn Goos, Vince Geiger, Shelley Dole, Helen Forgasz, Anne Bennison, 2020-07-16 Being numerate involves more than  
mastering basic mathematics Numeracy connects the mathematics learned at school with out of school situations that  
require capabilities such as problem solving critical judgment and sense making related to non mathematical contexts This  
book provides prospective and practising teachers with practical research based strategies for embedding numeracy across  
the primary and secondary school curriculum Based on the authors ten year research program the text explains what  
numeracy is and how numeracy has developed as an educational goal It describes in detail the five dimensions of the authors  
model attention to real life contexts application of mathematical knowledge use of physical representational and digital tools  
the promotion of positive dispositions towards the use of mathematics to solve problems encountered in day to day life and a  
critical orientation to interpreting mathematical results and making evidence based judgements There is guidance on how to  
embed numeracy across all subjects within the curriculum how to assess numeracy learning and how to deal with challenges  
and dilemmas including working with discipline boundaries and developing support resources Featuring practical examples  
and case studies throughout this book will build pre service teacher confidence demystify common misconceptions and  
grounds theory into practice in this vital area of student competency The authors of this text are recognised authorities on  
numeracy They have engaged heavily in numeracy research over many years and this text reflects the depth of their  
understanding and knowledge Geoff Hilton University of Queensland      *Books in Print Supplement* ,2002

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