



education

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Department:  
Education  
PROVINCE OF KWAZULU-NATAL

**PINETOWN DISTRICT**  
**MATHEMATICAL LITERACY**  
**REVISED ANNUAL TEACHING PLAN**  
**GRADE 10**  
**2020**

**NAME OF TEACHER:** \_\_\_\_\_

**NAME OF SCHOOL:** \_\_\_\_\_



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PROVINCE OF KWAZULU-NATAL

|                            |
|----------------------------|
| GRADE: 10                  |
| ANNUAL TEACHING PLAN (ATP) |
| MATHEMATICAL LITERACY      |
| YEAR: 2020                 |

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| TERM 1  |                 |                             |         |             |               |                                       |              |                              |
|---|-----------------|-----------------------------|---------|-------------|---------------|---------------------------------------|--------------|------------------------------|
| 15/01/20 – 20/03/20 : 48 Days ( 9 WEEKS, 1 DAY) |                 |                             |         |             |               |                                       |              |                              |
| TOPIC   | DATE & DURATION | SECTION/<br>CONTENT/ SKILLS | CONTEXT | APPLICATION | DATE COMPLETE | Curriculum coverage                   |              | DEPT-HEAD SIGNATURE AND DATE |
|   |                 |                             |         |             |               | %                                     | CUMULATIVE % |                              |
|   |                 |                             |         |             |               | NUMBERS AND CALCULATIONS WITH NUMBERS | WEEK 1       |                              |



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|        |  |   |  |   |  |    |    |  |
|--------|--|---|--|---|--|----|----|--|
|        |  | <p><b>Operations on numbers and calculator skills:</b></p> <ul style="list-style-type: none"> <li>• Estimation</li> <li>• Perform calculations with whole numbers, fractions, decimals and percentages</li> <li>• Add, subtract, multiply and divide whole numbers and decimals both with and without using a calculator.</li> <li>• multiply and divide by 10, 100 and 1000 without a calculator</li> <li>• apply operations in the correct order (BODMAS)</li> <li>• Addition and multiplication facts (distributive /associative)</li> <li>• find the square, cube and square root (<math>\sqrt{\quad}</math>) of a number with the use of a calculator</li> <li>• Specific operations on fractions</li> <li>• add, subtract, multiply and divide with and without the use of a calculator</li> <li>• convert between equivalent forms of fractions</li> <li>• Find the decimal equivalent of any fraction using a calculator.</li> <li>• Calculator Skills</li> </ul> | <p>The following functions can be used on a basic calculator</p> <p># addition; subtraction; multiplication and division</p> <p># percentage</p> <p># memory" (M+, M-, MRC), "clear" (C) and "clear all" (CE) keys</p> |   |  | 1% | 2% |  |
| WEEK 2 |  | <p><b>Rounding</b></p> <ul style="list-style-type: none"> <li>• Off to a specified number, decimal place or integer</li> <li>• Toround off to the nearest 5 (or 10)in supermarkets</li> <li>• Up or Down</li> </ul>   | <p>Personal and household: scale of a plan 1:100, mixture of cement, sand and stone is to be mixed in the ratio 1:2:2</p>  |   |  | 2% | 4% |  |
|        |  | <p><b>Ratios:</b></p> <ul style="list-style-type: none"> <li>• Perform the following calculations involving ratios convert between different forms of a ratio</li> <li>• determine missing numbers in a ratio</li> <li>• divide or share an amount in a given ratio</li> <li>• write a ratio in unit form</li> </ul>  | <p>Personal and household: Cost of a trip carpeting costs</p>  | <p>Application topics<br/>Nb. Exclude probabilities</p> |  | 2% | 6% |  |



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|  |        |   |   |   |  |    |     |  |
|--|--------|---|---|---|--|----|-----|--|
|  |        | <p><b>Proportion:</b><br/>Perform calculations involving:</p> <ul style="list-style-type: none"> <li>• direct proportion</li> <li>• indirect (inverse) proportion</li> </ul> <p>Interpret graphs representing situations involving direct and inverse proportion and illustrating the difference between the two types of proportion</p>  | <p>Personal and household:<br/>Types of graphs</p>  | <p>Application topics</p>   |  | 2% | 4%  |  |
|  | WEEK 3 | <p><b>Rates:</b><br/>Calculate the following types of rates:</p> <ul style="list-style-type: none"> <li>• cost rates</li> <li>• consumption rates-- time recording formats.</li> <li>• distance, time and speed rates.</li> <li>• more complex rates (fuel consumptions)</li> </ul> <p><b>with an awareness of:</b></p> <ul style="list-style-type: none"> <li>• the meaning of "/" as <b>per</b> and the relevance of this term in relation to the values in the rate,</li> <li>• the difference between constant and average rates</li> <li>• how to write <b>rates in unit form:</b></li> <li>• how to simplify and compare rates.</li> </ul>  | <p>Personal and household:<br/>Cost - Rand/kg<br/>petrol consumption rate- litres/km<br/>average speed - km/h</p> | <p>Costs, tariffs, consumption, estimated travelling times, speed and distance using maps, conversions, etc</p> |  | 2% | 12% |  |
|  | WEEK 4 | <p><b>Percentage:</b><br/>Perform the following percentage calculations:</p> <ul style="list-style-type: none"> <li>• calculate percentage of a value</li> <li>• increase a value by a percentage</li> <li>• decrease a value by a percentage</li> <li>• express a part of a whole as a percentage</li> <li>• Determine the percentage increase and/or decrease.</li> <li>• Determine the original value when given a value to which a percentage has been added or subtracted.</li> <li>• Understand and work with the equivalence of the different formats: 50%, <math>\frac{50}{100}</math> and 0,5.</li> <li>• how to move interchangeably from fractions to Percentage.</li> <li>• how to convert from percentage to decimals with the use of a calculator.</li> </ul> | <p>Personal and household</p>   | <p>Discount, tax, budgets, marks, estimating measurement of quantities, expressions of probability, etc.</p>    |  | 5% | 17% |  |



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|--|--------|---|---|---|--|----|-----|--|
| PATTERNS , RELATIONSHIPS AND REPRESENTATIONS | WEEK 5 | <p><b>Making sense of graphs that tell a story:</b></p> <ul style="list-style-type: none"> <li>• Work with variety of graphs found in newspapers, magazines and other resources for which there are no obvious or available equations and/or patterns between the variables represented in the graphs</li> <li>• Recognize that:graphs tell a story, be able to explain the story,identify relationship between two or more items/ quantities</li> <li>• Recognize and describe shape and direction of a graph the meaning of different points on the graph</li> </ul>  | <p>Recognise that graphs tell a story and be able to explain the tory/message/impression Newspapers, magazines, etc.</p> <p>Recognise that:</p> <ul style="list-style-type: none"> <li>• graphs tell a story</li> <li>• graphs represent a relationship between two or more quantities</li> </ul> | <p>Recognise and describe how the shape and direction of a graph affect the story represented in the graph.</p> <p>Recognise and describe the meaning of different points on the graph.</p> |  | 2% | 19% |  |
|  | WEEK 6 | <p><b>Patterns and relationships:</b></p> <ul style="list-style-type: none"> <li>• <b>Fixed/constant</b>Relationships</li> <li>• Direct proportion relationships</li> <li>• <b>Inverse proportion</b>relationships</li> <li>• Determine formulae and/or equations to describe relationships represented in tables and/or graphs constant(fixed) relationships,Direct, linear relationships, inverse proportion relationship.</li> <li>• Know, understand and use terminology: dependent and independent variables discrete and continuous variablesincreasing and decreasing relationships, critical values: minimum, maximum and zero values.</li> </ul> | <p>Personal/ or Household eg. The cost of petrol increases. eg. taxi hire scheme dependent on the number of people who are part of the scheme.</p>  | Application topics  |  | 2% | 21% |  |
|  | WEEK 7 | <p><b>Representations of relationships in tables, equations and graphs</b></p> <ul style="list-style-type: none"> <li>• Working with relationships represented in tables, equations and graphs.</li> <li>• completing a table of values by reading values from a graph.</li> <li>• plotting a graph from the values in a table</li> <li>• using a given formula and/or description of a relationship to construct a table of values</li> <li>• matching formulae/equations to graphs and/or tables of values of the relationship based on features and/or trends</li> </ul>   | <p><b>Limited to: fixed and linear relationships single relationships</b></p>   | Application topics  |  | 2% | 23% |  |



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|-------------|--------|--|--|---|--|----|-----|--|
| MEASUREMENT | WEEK 8 | <p><b>Conversions:</b></p> <ol style="list-style-type: none"> <li>Convert units of measurement from memory for the <b>metric system:</b><br/>mm - cm - m - km<br/>ml - ℓ<br/>g - kg – ton</li> <li>Convert units of measurement using given conversion <b>factors and/or tables:</b></li> </ol>  | Personal and household:<br>Baking/cooking /catering projects   | Express measurement values and quantities in units appropriate to the context   |  | 2% | 25% |  |
|             |        | <p>time <b>conversions:</b>sec - min - hours – days<br/>Read, record and perform calculations involving time values:</p> <ul style="list-style-type: none"> <li>• time of day formats.</li> <li>• Timetables.</li> <li>• different units of time</li> <li>• <b>Time:</b>Read, record and perform calculations involving time values, including: <ul style="list-style-type: none"> <li>➤ time values expressed and/or recorded on watches, clocks and stop watches</li> <li>➤ time values expressed in the following formats: time of day formats</li> <li>➤ calculating elapsed time involving the different time formats</li> <li>➤ calendars showing days, weeks and months</li> <li>➤ timetables, including:study timetables and television timetable</li> </ul> </li> </ul> |  | Plan and complete activities and projects   |  | 2% | 27% |  |
| FINANCE     | WEEK 9 | <p><b>Financial documents:</b><br/>Personal and/or household finance, including:</p> <ul style="list-style-type: none"> <li>• household bills</li> <li>• shopping documents</li> <li>• banking documents</li> <li>• household budgets</li> </ul>   | Personal and/or household finance <b>electricity, water, telephone, cell phone,till slips,bank statements, household budgets</b> | Explain and demonstrate how the values in documents were determined<br>Understand household financial documents<br>Understand terminology |  | 2% | 29% |  |



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REVISION and MARCH CONTROL TEST

ASSIGNMENT AND CONTROL TEST

TERM 2  
06/07/2020-07/08/2020 25 DAYS ( 5 WEEKS)

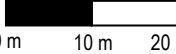
| TOPIC       | DATE & DURATION | SECTION/<br>CONTENT/ SKILLS  | CONTEXT                                    | APPLICATION  | DATE COMPLETE | Curriculum coverage |              | DEPT-HEAD SIGNATURE AND DATE |
|-------------|-----------------|--|--|--|---------------|---------------------|--------------|------------------------------|
|             |                 |  |  |  |               | %                   | CUMULATIVE % |                              |
| MEASUREMENT | WEEK 1          | <b>Measuring mass(weight)</b><br>Determine mass (weight) <b>using appropriate measuring instruments</b> , including: <ul style="list-style-type: none"> <li>• bathroom scales</li> <li>• kitchen scales</li> <li>• electronic scales for weighing large objects</li> </ul> | Household baking/cooking/catering projects | Measure out quantities to complete a task.<br>Monitor and manage mass of self and other family members over time.<br>Calculate the cost of a certain amount of a product sold by mass (weight) |               | 6%                  | 35%          |                              |
|             |                 | <b>Measuring volume:</b><br>Determine volume using <b>appropriate measuring instruments</b> , including: <ul style="list-style-type: none"> <li>• measuring spoons and cups</li> <li>• jugs, bottles and/or canisters</li> <li>• buckets and wheelbarrows</li> </ul>       | Household:                                 | Measure out quantities to complete a task.<br>Monitor volumes of quantities<br>Calculate the cost of a certain volume of a product.<br><b>NB: Not to use formulae</b>                          |               | 5%                  | 40%          |                              |



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|---|--------|--|---|---|--|----|-----|-----|
| MAPS, PLANS AND OTHER REPRESENTATIONS OF THE PHYSICAL WORLD | WEEK 2 | <p><b>Scale:</b><br/>Work with the following types of scales on maps, plans and in the construction of models:</p> <ul style="list-style-type: none"> <li>• number scales expressed in the form 1:500</li> <li>• bar scales expressed in the form</li> </ul>  <p>0 m    10 m    20 m</p> <p>Understand the advantages and disadvantages of each type of scale and the situations in which one type of scale is more appropriate than the other.</p> | <p>Maps and plans of familiar contexts and/or simple structures<br/>Eg. School</p> <p>Describe the position of an object (e.g. buildings, furniture, seats) in relation to surrounding objects.</p> | <p>Calculate actual length and distance when map and/or plan measurements are known</p>   |  | 7% | 47% |     |
|   | WEEK 3 | <p><b>Plans (floor /layout plan):</b></p> <ul style="list-style-type: none"> <li>• Rough and scaled floor/layout plans showing a top view perspective</li> <li>• Draw a plan and use a scale</li> </ul>  | <p>Familiar Structures</p> <p>Classroom, room in a house, bedroom or lounge</p>   | <p>Understand and describe the symbols and notation used on plans. Describe what is being represented on the plan.</p> <p>Analyze the layout of the structure shown on the plan and suggest alternative layout options.</p> <p>Determine actual lengths of objects shown on plans using measurement and a given scale.</p> <p>Determine quantities of materials needed by using the plans and perimeter and area calculations.</p> <p>Determine how long/ wide /high an object should be drawn on a plan when actual dimensions are known.</p> <p>Draw 2D scaled floor plan</p> |  |    | 5%  | 52% |





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|                                    |        |  |  |  |    |     |  |
|------------------------------------|--------|--|--|--|----|-----|--|
|                                    |        | <p><b>Plans(instruction/assembly diagrams)</b><br/>Use instruction/assembly diagrams, containing words and/or pictures, found in manuals for:</p> <ul style="list-style-type: none"> <li>• plugs,</li> <li>• plastic models</li> <li>• unassembled wooden furniture units</li> <li>• cell-phones (. installing a battery and sim-card; or operating instructions)</li> <li>• electrical appliance that require individual components to be connected</li> <li>• Children’s toys</li> </ul> | Complete the task presented in the instructions and/or explain what the instructions mean and/or represent, using everyday language.   |  | 3% | 55% |  |
| PROBABILITY                        | WEEK 4 | <p><b>Expressions of probability:</b><br/>Work with situations involving probability, including:</p> <ul style="list-style-type: none"> <li>• games that make use of coins and dice</li> <li>• weather predictions</li> </ul>  | <p>Application topics:<br/>Recognize the difference between event and outcome/result<br/>Recognize that probability is expressed using a scale that ranges between 0 and 1 (100%)<br/>Recognize that the probability of an event can be expressed using fractions, percentages and decimal fractions.<br/><b>NB: Probability cannot be expressed as a ratio,</b></p> |  | 5% | 60% |  |
| <p><b>NO FORMAL ASSESSMENT</b></p> |        |  |  |  |    |     |  |



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| TERM 3<br>12/08/20 – 23/09/20 : 31 DAYS( 6 WEEKS ,1 DAY) |                 |  |                                   |   |                |                     |              |                              |
|--|-----------------|--|-----------------------------------|---|----------------|---------------------|--------------|------------------------------|
| TOPIC  | DATE & DURATION | CONTENT/SKILLS   | CONTEXT                           | APPLICATION   | DATE COMPLETED | Curriculum coverage |              | DEPT-HEAD SIGNATURE AND DATE |
|  |                 |  |                                   |   |                | %                   | CUMULATIVE % |                              |
| FINANCE  | WEEK 1          | <p><b>Income, expenditure, profit/loss, income and Expenditure statements and budgets:</b></p> <ul style="list-style-type: none"> <li>Identify and perform calculations involving income, expenditure, profit and loss values including:               <ul style="list-style-type: none"> <li>Fixed, variable and occasional income values</li> <li>Fixed, variable, occasional, high-priority and low-priority expenditure values from the following sources:</li> </ul> </li> </ul> <p><b>A Personal income:</b></p> <ul style="list-style-type: none"> <li>salaries, wages and commission</li> <li>gifts and pocket money</li> <li>bursaries and loans</li> <li>savings</li> <li>interest</li> <li>inheritance</li> </ul> <p><b>Personal expenditure</b></p> <ul style="list-style-type: none"> <li>living expenses (. food, clothing)</li> <li>accounts (electricity and water)</li> <li>telephone</li> <li>fees (. school fees and bank fees)</li> <li>insurance (. car, household)</li> <li>loan repayments (store accounts)</li> <li>personal taxes</li> <li>savings</li> </ul> | Personal and/or Household finance | <p>Analyzing and preparing income-and-expenditure statements and budgets.</p> <ul style="list-style-type: none"> <li>an individual and/or household</li> <li>a trip (e.g. holiday)</li> <li>personal projects (e.g. dinner party; significant purchases such as a cell phone, television or furniture.</li> </ul> <p>Consider impact of saving for future expenses</p> <p>Analyze and prepare income &amp; expenditure statements and budgets</p> |                | 6%                  | 66%          |                              |



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|--------------------|----------------|---|--|---|--|-----|-----|-----|
| <b>MEASUREMENT</b> | <b>WEEK 2</b>  | <p><b>Calculating perimeter, area (including surface area)</b></p> <ul style="list-style-type: none"> <li>• Calculation of perimeter and area of 2-dimensional shapes</li> <li>• Calculation for each of the following: rectangles, triangles and circles quarter, semi and three-quarters) using known formulae</li> <li>• Measure/calculate the perimeter, area.</li> </ul> | <p>Household:<br/>         Appropriate maps, plans and Models.</p>   | <p>Solve problems and complete tasks/projects including:</p> <ul style="list-style-type: none"> <li>• Using appropriate maps, plans and models to inform calculations and decisions.</li> <li>• The realities of the context.</li> <li>• The appropriateness of estimation for a given context/problem.</li> <li>• The impact of rounding and errors in measurement.</li> </ul> | <p>Assignment:<br/>         Designing and costing a small vegetable garden</p>   | 10% | 76% |     |
|                    | <b>FINANCE</b> | <b>WEEK 3</b>   | <p><b>Interest:</b></p> <ul style="list-style-type: none"> <li>• Perform calculations involving simple and compound interest through manual calculations and without the use of formulae</li> <li>• Represent simple interest growth scenarios using linear graphs and compound interest growth scenarios using graphs showing compound change</li> <li>• Work with various banking and other financial documents</li> </ul> | <p>Personal/household financial contexts<br/>         Work with various banking and other financial documents (e.g. bank statement; account statements showing interest rates on a debit balance)<br/>         Distinguish between “interest rate” and “interest” values</p>  | <p>Distinguish between “interest rate” values and “interest” values<br/>         Investigate through calculation how interest values are calculated using interest rate values</p> |     | 5%  | 81% |
| <b>WEEK 4</b>      |                | <p><b>Taxation (VAT):</b></p> <ul style="list-style-type: none"> <li>• Work with VAT</li> </ul>   | <p>Shop purchases, till slips and bills</p>  | <p>Develop an understanding of the difference between a “VAT inclusive” value and a value “excluding VAT”.<br/>         Investigate through calculation how a final price has been determined by adding 15% VAT to a price excluding VAT.<br/>         Investigate through calculation the amount of VAT that has been added to a VAT inclusive price.</p>                      |  | 4%  | 85% |     |

**REVISION and SEPTEMBER CONTROL TEST**  
**14/09/20 to 23/09/20**  
**INVESTIGATION AND CONTROL TEST**



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| TERM 4   |                 |   |   |  |                |                     |              |                              |
|--|-----------------|---|---|--|----------------|---------------------|--------------|------------------------------|
| 05/10/20 – 15/12/20 : 52 DAYS( 10 WEEKS ,2 DAYS) |                 |   |   |  |                |                     |              |                              |
| TOPIC  | DATE & DURATION | CONTENT/SKILLS  | CONTEXT   | APPLICATION  | DATE COMPLETED | Curriculum coverage |              | DEPT HEAD SIGNATURE AND DATE |
|  |                 |   |   |  |                | %                   | CUMULATIVE % |                              |
| DATA HANDLING                                    | WEEK 1          | <p><b>Summarizing Data:</b></p> <ul style="list-style-type: none"> <li>• Summarise single sets of collected data; using following measures of central tendency and spread (for ungrouped data only): mean, media, mode, rangewith an understanding of the following:</li> <li>• the function/purpose of the measures of central tendency and spread</li> <li>• the measure of central tendency referred to when the term “average” is used</li> <li>• Analyse calculated and/or given measures of central tendency and/or spread.</li> </ul>  | Single sets of data for contexts relating to the personal lives or that are familiar to the learners. | Recognize trends at different places in the data to facilitate finding answers to the questions posed on issues relating to the personal lives of learners |                | 5%                  | 90%          |                              |
|  | WEEK 2          | <p><b>Representing Data:</b></p> <ul style="list-style-type: none"> <li>• Represent <u>single set</u> of collected data using:pie charts (INTERPRETATION ONLY), histograms, single bar graphs, line and broken line graphs with an understanding of the following:</li> <li>• that each type of representation offers a different picture of the data and that certain types of representations are more appropriate for particular types of data</li> <li>• the effect that the scale of a set of axes and the point at which the axes cross can have on the impression created by a graph.</li> <li>• Read information from graphs and, if necessary, use estimation to determine values on the graphs.”</li> </ul> | Single sets of data for contexts relating to the personal lives or that are familiar to the learners. | Identify trends in the data to answer thequestions on the personal lives of learners   |                | 5%                  | 95%          |                              |



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- Learners should be given at least five activities per week (e.g. class/homework)
- Educators should give learners informal tests for consolidation purpose

|  |  |   |  |  |    |      |  |
|--|--|---|--|--|----|------|--|
| WEEK 3   | <p><b>Interpreting and analyzing data</b></p> <ul style="list-style-type: none"> <li>• Read and select data from tables and graphs</li> <li>• Identify and describe trends/patterns in data.</li> <li>• Investigate how the choice of representation impacts on the impressions created</li> <li>• Ask questions about the way in which data has been collected, organized, summarized and represented to reveal possible sources of error/bias/misinterpretation</li> </ul> | Single sets of data for contexts relating to the personal lives or that are familiar to the learners. | Find answers to the questions posed regarding issues relating to the personal lives of learners. |  | 5% | 100% |  |
| <p><b>REVISION AND FINAL EXAM</b><br/> <b>23/10/20 to 02/12/20</b></p> |  |   |  |  |    |      |  |
| <p><b>END OF YEAR EXAMINATION</b></p>                                  |  |   |  |  |    |      |  |