

NOTE:

- If a candidate answers a question/vraag TWICE, only mark the FIRST attempt.
- Consistent accuracy applies in all aspects of the marking memorandum.

LET WEL:

- Indien 'n kandidaat 'n vraag TWEE keer beantwoord, merk slegs die EERSTE poging.
- Volgehoue akkuraatheid is DEURGAANS in ALLE aspekte van die memorandum van toepassing.

QUESTION/VRAAG 1

1.1.1	$3x^2 - 4x = 0$ $x(3x - 4) = 0$ $x = \frac{4}{3}$ or $x = 0$	✓ factors ✓ both answers (2)
1.1.2	$x - 6 + \frac{2}{x} = 0$ $x^2 - 6x + 2 = 0$ $x = \frac{-(-6) \pm \sqrt{(-6)^2 - 4(1)(2)}}{2(1)}$ $= \frac{6 \pm \sqrt{28}}{2}$ $x = 0,35$ or $x = 5,65$ OR $x - 6 + \frac{2}{x} = 0$ $x^2 - 6x + 2 = 0$ $(x - 3)^2 = -2 + 9$ $(x - 3) = \pm\sqrt{7}$ $x = 3 \pm \sqrt{7}$ $x = 0,35$ or $x = 5,65$	✓ $x^2 - 6x + 2 = 0$ ✓ subs into correct formula ✓ $x = 0,35$ ✓ $x = 5,65$ (4)
1.1.3	$x^{\frac{2}{3}} = 4; x > 0$ $x = (2^2)^{\frac{3}{2}}$ $x = 8$ OR	✓ $x = (2^2)^{\frac{3}{2}}$ ✓ $x = 8$ (2)

Grade Exemplar 2014

Amy J. Catalano



Grade Exemplar 2014:

Exemplars of Assessment in Higher Education Jane Marie Souza, Tara A. Rose, 2023-07-03 Co published with While assessment may feel to constituents like an activity of accountability simply for accreditors it is most appropriate to approach assessment as an activity of accountability for students Assessment results that improve institutional effectiveness heighten student learning and better align resources serve to make institutions stronger for the benefit of their students and those results also serve the institution or program well during the holistic evaluation required through accreditation from the foreword by Heather Perfetti President of the Middle States Commission on Higher Education Colleges and universities struggle to understand precisely what is being asked for by accreditors and this book answers that question by sharing examples of success reported by schools specifically recommended by accreditors This compendium gathers examples of assessment practice in twenty four higher education institutions twenty three in the U S and one in Australia All institutions represented in this book were suggested by their accreditor as having an effective assessment approach in one or more of the following assessment focused areas assessment in the disciplines co curricular course program institutional assessment equity and inclusion general education online learning program review scholarship of teaching and learning student learning or technology These examples recommended by accrediting agencies makes this a unique contribution to the assessment literature The book is organized in four parts Part One is focused on student learning and assessment and includes ten chapters The primary focus for Part Two is student learning assessment from a disciplinary perspective and includes four chapters Part Three has a faculty engagement and assessment focus and Part Four includes four chapters on institutional effectiveness and assessment with a focus on strategic planning This book is a publication of the Association for the Assessment of Learning in Higher Education AALHE an organization of practitioners interested in using effective assessment practice to document and improve student learning

Developmental Evaluation Exemplars Michael Quinn Patton, Kate McKegg, Nan Wehipeihana, 2015-11-16 Responding to evaluator and instructor demand this book presents a diverse set of high quality developmental evaluation DE case studies Twelve insightful exemplars illustrate how DE is used to evaluate innovative initiatives in complex dynamic environments including a range of fields and international settings Written by leading practitioners chapters offer a rare window into what it takes to do DE what roles must be fulfilled and what results can be expected Each case opens with an incisive introduction by the editors The book also addresses frequently asked questions about DE synthesizes key themes and lessons learned from the exemplars and identifies eight essential principles of DE See also Michael Quinn Patton s Developmental Evaluation the authoritative presentation of DE [Handbook of Research on Teacher Practices for Diverse Writing Instruction](#) Hodges, Tracey S., 2022-05-20 The art and practice of writing is complex and multidimensional students often apply unique writing styles As such educators must apply focused teaching methods to nurture these unique forms of writing Educators must stay up to date with the practices for diverse writing

instruction in order to best engage with a diverse classroom. However, resources related to writing typically do not focus on the depth and breadth of writing, and there is a need for a resource that offers a comprehensive look at diverse writing instruction research. *The Handbook of Research on Teacher Practices for Diverse Writing Instruction* provides a rich discussion of the issues, perspectives, and methods for writing instruction currently in use, with an added lens focusing on diversity and equity. It provides unique coverage on the topic of writing instruction for practical implementation within the classroom setting. Covering topics such as student motivation, curriculum development, and content area instruction, this major reference work is an essential resource for preservice teachers, faculty, and administration of K-12 and higher education, academic libraries, government officials, school boards, researchers, and academicians.

International Practices to Promote Budget Literacy Harika Masud, Helene Pfeil, Sanjay Agarwal, Alfredo Gonzalez Briseno, 2017-08-09. Budget literacy is defined as the ability to read, decipher, and understand public budgets to enable and enhance meaningful citizen participation in the budget process. It is comprised of two main parts: i) a technical understanding of public budgets, including familiarity with government spending, tax rates, and public debt; and ii) the ability to engage in the budget process, comprising of practical knowledge on day-to-day issues as well as an elementary understanding of the economic, social, and political implications of budget policies, the stakeholders involved, and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that when supply-side actors in the budget process (governments) simplify and disseminate budget information for demand-side actors (citizens), this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes, one way to empower them and to remedy the problem of budget illiteracy is to provide budget literacy education in schools to youth, helping them evolve into civic-minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies, and assessment approaches for budget literacy education and presents lessons that are relevant for the development, improvement, or scaling up of budget literacy initiatives.

Exemplars of Assessment in Higher Education, Volume Two Jane Marie Souza, Tara A. Rose, 2023-11-09. In this second volume of the successful *Exemplars of Assessment in Higher Education*, editors Souza and Rose share examples of assessment practice from over fifteen distinct and diverse Higher Education Institutions, including international contributions. Building upon the work of the first volume, the case studies in this book reflect the changes in assessment and higher education in the post-Covid education environment. The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas: career readiness, distance

education diversity equity and inclusion or general education Each part of the book discusses one of these four areas with chapters that feature real life examples from the educators who teach at the college or university Featuring a Foreword by AAC U President Lynn Pasquerella the work highlighted in this book is also aligned with AAC U s Valid Assessment of Learning in Undergraduate Education VALUE initiative to help educators make the best decisions about measuring student learning This book is ideal for university educators and assessment practitioners looking to diversify and enhance their assessment practices A Co Publication with AAC U

Teaching to Exceed the English Language Arts Common Core State Standards Richard Beach, Allen Webb, Amanda Haertling Thein, 2015-12-07 Timely thoughtful and comprehensive this text directly supports pre service and in service teachers in developing curriculum and instruction that both addresses and exceeds the requirements of the Common Core State Standards Adopting a critical inquiry approach it demonstrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective firmly grounded in current literacy learning theory and research It provides specific examples of teachers using the critical inquiry curriculum framework of identifying problems and issues adopting alternative perspectives and entertaining change in their classrooms to illustrate how the Standards can not only be addressed but also surpassed through engaging instruction The Second Edition provides new material on adopting a critical inquiry approach to enhance student engagement and critical thinking planning instruction to effectively implement the CCSS in the classroom fostering critical response to literary and informational texts using YA literature and literature by authors of color integrating drama activities into literature and speaking listening instruction teaching informational explanatory argumentative and narrative writing working with ELL students to address the language Standards using digital tools and apps to respond to and create digital texts employing formative assessment to provide supportive feedback preparing students for the PARCC and Smarter Balanced assessments using the book s wiki site <http://englishccss.pbworks.com> for further resources

Teaching the Canon in 21st Century Classrooms Michael Macaluso, Kati Macaluso, 2018-11-01 The canon as much an ideology as it is a body of texts perceived to be intrinsic to the high school English classroom has come under scrutiny for maintaining status quo narratives about whiteness masculinity heterosexuality ability and even those associated with American ideals of self reliance the good life and the self made man Teaching practices around these texts may also reinforce harmful practices and ways of thinking including those connected to notions of culture literary merit and methods of reading teaching and learning Teaching the Canon in 21st Century Classrooms offers innovative critical ways of reading thinking about and teaching canonical texts in 21st century classrooms Responding to the increasingly pluralized digitized global 21st century English classroom chapter authors make explicit the ideologies of a canonical text of focus while also elaborating a pedagogical approach that de centers the canon bridges past and present applies critical theory and celebrates the rich identities of 21st century readers In using this book teachers will be especially poised to take on the canon in their classroom and thus to open

up their curricula to ideas values concerns and narratives beyond those embedded in the canonical texts

Developing Evaluative Judgement in Higher Education David Boud,Rola Ajjawi,Phillip Dawson,Joanna Tai,2018-04-19 A key skill to be mastered by graduates today is the ability to assess the quality of their own work and the work of others This book demonstrates how the higher education system might move away from a culture of unhelpful grades and rigid marking schemes to focus instead on forms of feedback and assessment that develop the critical skills of its students Tracing the historical and sociocultural development of evaluative judgement and bringing together evidence and practice design from a range of disciplines this book demystifies the concept of evaluative judgement and shows how it might be integrated and encouraged in a range of pedagogical contexts Contributors develop various understandings of this often poorly understood concept and draw on their experience to showcase a toolbox of strategies including peer learning self regulated learning self assessment and the use of technologies A key text for those working with students in the higher education system Developing Evaluative Judgement in Higher Education will give readers the knowledge and confidence required to promote these much needed skills when working with individual students and groups

Collecting for the Curriculum Amy J. Catalano,2015-09-28 If you re a librarian charged with collecting curriculum materials and children s literature to support the Common Core State Standards then this book the only one that offers explicit advice on collection development in curriculum collections is for you While there are many publications on the Common Core for school librarians and K 12 educators no such literature exists for curriculum librarians at the post secondary level This book fills that gap standing alone as a guide to collection development for curriculum librarians independent of the Common Core State Standards CCSS The book provides instruction and guidance to curriculum librarians who acquire and manage collections so you can develop a collection based on best practices The book begins with a primer on the CCSS and how curriculum librarians can support them Discussion of the Standards is then woven through chapters arranged by content area that share research based practices in curriculum development and instruction to guide you in curriculum selection Material types covered include games textbooks children s literature primary sources counseling and nonfiction Additional chapters cover the management of curriculum collections testing collections and instruction and reference as well as how to support and collect for special needs learners Current practices in collection development for curriculum materials librarians are also reviewed The book closes with a discussion of the future of curriculum materials

Excellence in University Assessment David Carless,2015-04-24 Assessment in higher education is an area of intense current interest not least due to its central role in student learning processes Excellence in University Assessment is a pioneering text which contributes to the theory and practice of assessment through detailed discussion and analysis of award winning teaching across multiple disciplines It provides inspiration and strategies for higher education practitioners to improve their understanding and practice of assessment The book uses an innovative model of learning oriented assessment to analyze the practice of university teachers

who have been recipients of teaching awards for excellence It critically scrutinizes their methods in context in order to develop key insights into effective teaching learning and assessment processes Pivotal topics include Competing priorities in assessment and ways of tackling them The nature of quality assessment task design The student experience of assessment Promoting student engagement with feedback An indispensable contribution to assessment in higher education Excellence in University Assessment is a valuable guide for university leaders middle managers staff developers teachers and researchers interested in the crucial topic of assessment *PLC at Work® and Your Small School* Breez Longwell Daniels, 2020-07-07 Small schools can have a big impact With the guidance of author Breez Longwell Daniels an award winning principal in Wyoming you will learn how to build a successful professional learning community PLC in your small school The resource addresses every key aspect of a PLC at Work system and outlines how to drive immense academic success while staying true to your school's small town roots Use this resource to implement a PLC that ensures high levels of learning for every student in your small school Learn how to define your school's mission and vision in a way that both centers the school's role within the community and builds a foundation for a strong PLC Become familiar with how to develop a strong PLC school system in a small school or rural area that contains many singleton and shared teachers Learn how to effectively collect and use data to increase the effectiveness of your PLC system Study the research and real world examples that support the strategies and concepts introduced in the book to help students meet their academic goals Contents Introduction Chapter 1 Breaking With Tradition Chapter 2 Establishing a Vision Chapter 3 Structuring Time Chapter 4 Building Your Culture Chapter 5 Supporting Collaboration Chapter 6 Using Data Chapter 7 Overcoming Barriers Chapter 8 Celebrating Success Epilogue Appendix Artifacts From Thermopolis Middle School References and Resources

Transparency in Assessment - Exploring the Influence of Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our

understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions Make It Happen Kim Bailey,Chris Jakicic,2018-12-07 Ensure every educator is engaged in the right work with a collective focus on improved student learning Aligned to the Professional Learning Communities PLC at Work model this resource includes instructional coaching tools processes protocols templates tips and strategies designed to support the multidimensional work of instructional coaches and PLC training Each chapter includes action steps and reflective coaching activities as well as suggestions for navigating some of the most common issues instructional coaches face Use this book to understand the unique requirements of instructional coaches in building a school that answers the four critical questions of a PLC at Work Learn how to provide PLC training and professional development for collaborative teacher teams Study three major variables that will affect instructional coaching capacity culture and context and four major actions that will act as guiding principles Explore issues that can arise in PLC schools as well as teacher coaching strategies to help resolve these issues Deepen your understanding of instructional coaching in a PLC with helpful online reproducibles and teacher coaching tools Acquire capacity building strategies aligned to the four PLC questions Contents Introduction Chapter 1 How to Get Started as an Instructional Coach Chapter 2 What Do We Want Students to Know and Be Able to Do Chapter 3 How Will We Know if They Have Learned It Chapter 4 How Will We Respond When Some Students Do Not Learn Chapter 5 How Will We Extend the Learning of Students Who Are Already Proficient Epilogue Maintaining the Momentum and Sustaining the Process References and Resources Index Diversity and Inclusion in Global Higher Education Catherine Shea Sanger,Nancy W. Gleason,2020-01-06 This open access book offers pioneering insights and practical methods for promoting diversity and inclusion in higher education classrooms and curricula It highlights the growing importance of international education programs in Asia and the value of understanding student diversity in a changing evermore interconnected world The book explores diversity across physical psychological and cognitive traits socio economic backgrounds value systems traditions and emerging identities as well as diverse expectations around teaching grading and assessment Chapters detail significant trends in active learning pedagogy writing programs language acquisition and implications for teaching in the liberal arts adult learners girls and women and Confucian heritage communities A quality relevant 21st Century education should address multifaceted and intersecting forms of diversity to equip students for deep life long learning inside and outside the classroom This timely volume provides a unique toolkit for educators policy makers and professional development experts

Argumentative Writing in a Second Language Alan R. Hirvela,Diane Belcher,2021-12-13 Argumentative Writing in a Second Language is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences The value of learning how to compose argumentative texts cannot be

overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context. Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings. While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens. Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught. The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers.

Instructional Design Exemplars in eHealth and mHealth Education Interventions Tamim, Suha R., 2022-03-18. The use of eHealth and mHealth interventions for health promotion health professional education and health professional support is on the rise. They have a significant potential for learning through their wide reach ability to tailor to specific needs and facilitation of engagement interactivity and collaboration. Although eHealth and mHealth interventions are invested in quality and effectiveness they vary in their use of theory and instructional design principles based on the perspectives of the disciplines that can influence their work. *Instructional Design Exemplars in eHealth and mHealth Education Interventions* showcases design exemplars of eHealth and mHealth interventions in health promotion and in education and support of health professionals. These exemplars demonstrate the integration of theory and design principles that benefit health professionals and health education. Covering topics such as healthcare access instructional technology and diverse learning experiences this book is a dynamic resource for health professionals instructional designers educators researchers hospital administrators policymakers researchers and academicians.

Reflective Practice for Teachers Maura Sellars, 2017-05-15. *Reflective Practice for Teachers* explores a range of key issues that you will need to engage with during your teacher preparation and early career in the classroom in order to deepen your understanding of teaching practice. Case studies and What does this mean for you boxes in every chapter take ideas from research and show how they can apply to the real world of teaching. This second edition has been updated with a new chapter on assessment extended discussion of metacognition in the classroom critical perspective on what we really know about brain based learning further coverage models of reflective practice.

Assessing Foreign Language Students' Spoken Proficiency Martin East, 2016-02-02. This book presents an in depth study of assessment innovation and its impact on teaching and learning. The context is New Zealand and the focus is additional languages other than English and the recent introduction of a radical new assessment of students spoken proficiency called interact. The book crosses the traditional theoretical and methodological boundaries associated with language testing research which focuses on assessment performance and presents an alternative approach where stakeholders become the centre of interest. It advances our understanding of how assessment innovation impacts on two key groups teachers and students in schools based on data collected from a substantial two year research

project It presents an account of these stakeholders perceptions of the validity and usefulness of the new assessment in comparison with the more traditional test that it has replaced Assessing Foreign Language Students Spoken Proficiency makes an outstanding and original contribution to the field of second and foreign language teaching providing a theory and research based account of the development of a learner centred approach to oral proficiency assessment It is an important resource for teachers and teacher educators as well as assessment and curriculum specialists worldwide It deserves to be widely read

Designing Effective Feedback Processes in Higher Education Naomi Winstone,David Carless,2019-06-27 Feedback is one of the most powerful influences on student achievement yet it is difficult to implement productively within the constraints of a mass higher education system Designing Effective Feedback Processes in Higher Education A Learning Focused Approach addresses the challenges of developing effective feedback processes in higher education combining theory and practice to equip and empower educators It places less emphasis on what teachers do in terms of providing commentary and more emphasis on how students generate make sense of and use feedback for ongoing improvement Including discussions on promoting student engagement with feedback technology enabled feedback and effective peer feedback this book Contributes to the theory and practice of feedback in higher education by showcasing new paradigm feedback thinking focused on dialogue and student uptake Synthesises the evidence for effective feedback practice Provides contextualised examples of successful innovative feedback designs analysed in relation to relevant literature Highlights the importance of staff and student feedback literacy in developing productive feedback partnerships Supports higher education teachers in further developing their feedback practice Designing Effective Feedback Processes in Higher Education A Learning Focused Approach contributes to the theory and practice of higher education pedagogy by re evaluating how feedback processes are designed and managed It is a must read for educators researchers and academic developers in higher education who will benefit from a guide to feedback research and practice that addresses well recognised challenges in relation to assessment and feedback

Preparing Students for College and Careers Katie Larsen McClarty,Krista D. Mattern,Matthew N. Gaertner,2017-08-22 Preparing Students for College and Careers addresses measurement and research issues related to college and career readiness Educational reform efforts across the United States have increasingly taken aim at measuring and improving postsecondary readiness These initiatives include developing new content standards redesigning assessments and performance levels legislating new developmental education policy for colleges and universities and highlighting gaps between graduates skills and employers needs In this comprehensive book scholarship from leading experts on each of these topics is collected for assessment professionals and for education researchers interested in this new area of focus Cross disciplinary chapters cover the current state of research best practices leading interventions and a variety of measurement concepts including construct definitions assessments performance levels score interpretations and test uses The Open Access version of this book available at <http://www.taylorfrancis.com> has been

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